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ABSTRACT

GRADES OR AGES: 9-12. SUBJECT MATTER: Home economics; clothing and related areas. ORGANIZATION AND PHYSICAL APPEARANCE: The guide provides for four semesters with special provision for high school boys and adults. There are six main sections: 1) basic clothing and grooming for the teenager; 2) clothing construction and consumer education for the teenager; 3) clothing for the girl and her family; 4) clothing and family management; 5) adult clothing, clothes for the family; and 6) evaluation. The guide is mimeographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives have been planned to develop a variety of skills and to provide instruction on grooming, personal appearance, and the purchase and care of clothing. Detailed objectives are listed in each section. INSTRUCTIONAL MATERIALS: Lists of materials, including texts and films, are found in each section, with a list of sources on p.88-89. STUDENT ASSESSMENT: Tests and answer keys are included for each of the first four sections. (MBM)

# HOME ECONOMICS CURRICULUM GUIDE

## CLOTHING AND RELATED AREAS - GRADES 9-12

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# FOREWORD

This guide for teaching high school clothing includes contributions from the entire clothing staff. During last year at various in-service meetings, the clothing teachers analyzed the program and proposed guidelines for the special summer committee. After evaluation and some experimentation during summer session the guide emerged.

There are four semesters of clothing for the pupils with special provision for high school boys and adults. The young men are enrolled in the regular school day, but the adults attend evening classes.

The objectives have been planned to provide learning experiences to expand and enrich the seventh- and eighth-grade curriculum guide. Units on selection and purchase of garments, construction, care of clothing, and personal appearance have been included in the sequence most meaningful for our communities.

C. E. Swingley
Dr. C. E. Swingley
Acting Superintendent of Schools

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## CLOTHING I
### Basic Clothing and Grooming for the Teenager

## INTRODUCTION

This course, "Basic Clothing and Grooming for the Teenager," has been designed to provide meaningful learning experiences for the beginning student, and also for those who have had 7th- and/or 8th-grade clothing.

Because the teacher wants to provide useful activities for all of these students, a variety of skills has been specified for this level. The teacher is expected to use her judgment in determining those appropriate for the individual student.

The course organization relies on developing skills and techniques that are basic to clothing by having the student make a skirt, blouse, skimmer, pajamas or other nightwear, robe, and/or half-lined skirt. The decision on choice of garments will be guided mainly by the teacher. The aim will be to have the students work on the types of garments which provide the opportunity to acquire the suggested skills and techniques. These skills will be strengthened and others added as subsequent projects (also from the above listing) are selected.

Because of individual interest and ability, some students will work faster than others, and may acquire more skills than others. Teachers are not asked to require the same number of projects from all. The emphasis should be on the acquisition of skills; and even this primary objective will have to be influenced by what the student is really able to do. Consideration must be given to motivation, reading ability and comprehension, muscular coordination, and manual dexterity. An indication of competence in these areas can be gained as the student works on the first simple project.

Although suggested in this guide, the order in which the different sections of this course are presented to the class is left to the teacher. However, a certain chronology is implied. Lessons on pattern and fabric selection must precede those on buying patterns and fabrics. Some teachers will find it useful to include lessons on grooming and personal appearance in one "block"; others will intersperse them throughout the semester. Whatever sequence the individual teacher chooses, one idea should be understood. This guide is provided in the hope that all will be convinced that class time must be carefully used in an assortment of activities. The decisions that these students will have to make as consumers demand that they know much more about clothing than simple construction techniques.

Any number of suitable texts covering some, or all, of the various phases of clothing and grooming may be used as aids in organizing the daily lessons. Experiences in Clothing, by L. Belle Pollard, has been adopted as the basic textbook. A good supplementary text and reference is Bishop Method of Clothing Construction, Bishop & Arch. J.B. Lippincott Co. Both of these are highly recommended.

To use the teaching aids suggested to greatest advantage, it is advisable to begin assembling them at least two weeks before anticipated use. Since a scheduling problem is connected with some of the films, ordering a semester in advance is recommended.

## CLOTHING I

### Basic Clothing and Grooming for the Teenager

Adopted Text: Pollard, L. Belle. Experiences with Clothing. Ginn and Co.

| Objectives | Weeks to Teach (x means continuous & overlapping) |
|---|---|
| GAINING CONFIDENCE IN THE CLASSROOM SITUATION | x |
| INCREASING PRIDE IN PERSONAL APPEARANCE | 3 Weeks |
| PROVIDING OPPORTUNITIES FOR APPLYING ART PRINCIPLES IN THE SELECTION OF FABRICS FOR THE WARDROBE | 1 Week |
| DEVELOPING COMPETENCE IN PATTERN AND FABRIC SELECTION | 2 Weeks |
| PROMOTING UNDERSTANDING OF THE RELATIONSHIP BETWEEN PATTERN DESIGN AND FIGURE TYPES | 1 Week |
| DEVELOPING AND IMPROVING SKILLS IN THE USE OF THE SEWING MACHINE AND RELATED EQUIPMENT | 14 Weeks x |
| PERFECTING SKILLS IN CLOTHING CONSTRUCTION TECHNIQUES | 14 Weeks x |
| GAINING EXPERIENCES IN MINOR PATTERN ALTERATIONS | 1 Week |
| GAINING KNOWLEDGE OF CARE REQUIRED OF THE FABRICS SELECTED FOR CLASS ACTIVITY | 1 Week |
| ENCOURAGING UNDERSTANDING AND USE OF CLOTHING TERMINOLOGY | x |

## CLOTHING I

### Home Economics for Boys

Cost, Construction, and Care

| | |
|---|---|
| UNDERSTANDING THE IMPORTANCE OF GOOD GROOMING | 2 |
| UNDERSTANDING THE NAMES, COSTS, FABRICS, AND WEARING QUALITIES OF MEN'S READY-MADE CLOTHING | 2 |
| ACQUIRING SKILL IN CARE AND USE OF SEWING MACHINE AND SMALL EQUIPMENT | x |
| UNDERSTANDING THE PATTERN AND ITS FUNCTION | x |
| DEVELOPING SKILL IN CONSTRUCTING GARMENTS FOR THEMSELVES AND FAMILY MEMBERS | 16 |

# CLOTHING I

## SKILLS

| Repeat Learnings | New Learnings |
|---|---|
| 1. Buying pattern and fabric | 1. Further pattern alterations |
| 2. Preparation of fabric | 2. Figure measurements |
| 3. Fitting patterns | 3. Attaching collars |
| 4. Minor pattern alterations | 4. Set-in sleeves |
| 5. Interpretation of pattern markings | 5. Using seam binding and tape |
| 6. Using the machine and other equipment:<br>- scissors and shears<br>- measuring tape<br>- seam gauge<br>- iron<br>- tracing wheel and paper | 6. Attaching the waistband<br>7. Attaching the half-lining<br>8. Finishing the crotch<br>9. Inserting the interfacing<br>10. Simple seam finishes<br>11. Inserting the zipper |
| 7. Basic machine stitching techniques:<br>- stay-stitching<br>- gathering<br>- directional stitching<br>- top-stitching | |
| 8. Basic hand stitching techniques:<br>- basting<br>- slip-stitching | |
| 9. Applying facings:<br>- fitted<br>- bias | |
| 10. Simple pressing | |
| 11. Simple fasteners:<br>- snaps<br>- hooks and eyes | |

TOPICAL OUTLINE (4 Weeks) CLOTHING I

| OBJECTIVES | MONDAY | TUESDAY | WEDENSDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| (1st Week)<br>Gaining confidence in the classroom situation<br>Increasing pride in personal appearance | Introduce course (including an estimate of costs for materials, etc.)<br>Get acquainted with each other - room and equipment | Discuss meaning of good grooming for girls and boys<br>Assignment: Bring in a list of activities considered to be a part of grooming | Students complete lists on the board.<br>Compare the importance of each item listed. Plan to demonstrate or study special grooming needs of the class | Film on an aspect of good grooming. Use guide questions to evaluate and discuss film.<br>Discuss letter to parents and send it home. | Divide into groups to discuss criteria for a grooming rating chart.<br>Develop a chart to go in clothing notebook. |
| (2nd Week)<br>Developing competence in pattern and fabric selection<br>Developing skill in the use of the sewing machine and related equipment | Using swatches of various cottons, compare various fabric properties<br>Demonstrate bias and grain line. (Students always repeat a procedure demonstrated.) | Compare and discuss figure types.<br>Demonstrate taking measurements needed for a blouse. | Exhibit suitable blouse patterns.<br>Discuss criteria for pattern selection.<br>Students take measurements. | Film on fabric selection<br>Discuss film.<br>Complete "Clothing Buying Guide" (See 7th Gr. Guide.) | Demonstrate machine operation.<br>Assign students to machines for practice in making a simple project. |
| (3rd Week)<br>Developing skill in the use of sewing machine and other equipment<br>Perfecting skills in clothing construction techniques | Make a simple project at a machine.<br>Study and compare the tools for measuring. | Make a wrist cushion, head scarf, or pot holder.<br>Assignment: Look up history of sewing equipment. | Study information on pattern pieces, primer, and envelope. Label each piece. Continue head scarf, etc. | Quiz on Measuring Tools (15-20 Min.)<br>Demonstrate fitting the pattern, selecting the layout, laying out the pattern and materials. | Complete head scarf, etc.<br>Lay-out and cut |
| (4th Week)<br>Developing skill in use of sewing machine and equipment<br>Perfecting skills in clothing construction techniques | Continue with lay-outs and cutting.<br>Demonstrate techniques for transferring pattern markings. | Demonstrate stay-stitching, directional stitching, making darts.<br>Continue cutting and marking. | Continue garment construction<br>Report on history of sewing equipment | | |

# CLOTHING I

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Gaining confidence in the classroom situation | Students introduce themselves to each other, relating something interesting or unusual.<br>Discuss course objectives and students' objectives. |
| Increasing pride in personal appearance | Develop a chart to be used in rating class on grooming. Use for a week's evaluation of class grooming during a given week of each marking period.<br>Post illustrations of styles suited to straight, curly, or super-curly hair.<br>Debate the use of cosmetics for the high school girl.<br>Have dentist or school nurse speak on proper care of the teeth.<br>Appoint a committee to find information on how to care for the nails. Demonstrate a manicure.<br>Discuss: The characteristics of various fabrics used in underwear; various types of foundations. What care does each require? (Contact Sears, Roebuck & Co. for Foundation Display.)<br>Demonstrate techniques for evaluating skin type and discuss care required for each.<br>Panel discussion on use of deodorants, anti-perspirants, depilatories, dress shields.<br>Suggest ways to correct these habits:<br>-nail biting<br>-pulling at, or twisting hair<br>-poor sitting posture<br>-picking the teeth<br>-pulling at clothing in public<br>-improper or excessive snacking<br>-squeezing pimples<br>-public grooming<br>Arrange a contest for class members to select Miss Top Teen or Miss W G (Well Groomed) or ... |

## CLOTHING I

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| A pleasant atmosphere encourages student participation and increases learning opportunities. | Adopted Text:<br>Pollard. *Experiences with Clothing* Ginn and Co.<br>Supplementary Text:<br>Houghton Mifflin<br>*Fashion and Fabrics* Rathbone, Tarpley, East and Ahern |
| Good grooming assists in making that first impression a good impression. | Other Materials:<br>*Miss America's Tips for Best-Tressed Teens*, Toni Company |
| A knowledge of good grooming is as important to attractiveness as the wardrobe. | *How To Be Well-Groomed From Heel to Toe*, Johnson's Wax |
| Correct health habits are a part of good grooming. | *The Clothes We Wear*, NEA<br>*Basic Skin Care*, Natone Co.<br>Contact Sears,Roebuck and Co.'s cosmetic department.<br>Films:<br>*Charm by Choice* (FS) Association Films<br>*Good Looks*, Association Films |

## CLOTHING I

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Providing opportunities for applying art principles in the selection of fabrics for the wardrobe. | Classify the complexion of each member of the class as pale, average, vivid. Suggest several colors that are very becoming to each type of individual.<br>Study the three or four current fashion color leaders to see how they can be brightened or muted to suit each complexion type.<br>Choose any color and demonstrate how one of its tints or shades can be selected to compliment any complexion, from the very light to the very dark.<br>Measure your figure by the number of head lengths. Compare this with figures from different fashion magazines. From the result be able to suggest why fashions sometimes look quite different in a picture than when worn by a person.<br>Show, by the arrangement of articles on your desk or table, that you understand "balance."<br>Prepare a checklist of the art principles:<br>emphasis rhythm<br>balance harmony<br>proportion<br>Evaluate your fabric choices as to the degree to which they follow the principles.<br>Prepare a bulletin board of fabric samples used by the class to illustrate the difference between art principles and design elements.<br>Experiment with scraps, belts, and other accessories to show the true effect of art principles on dress. |

## CLOTHING I

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| Vertical lines add height and make the figure appear more slender; and horizontal lines add width and make the figure appear broader. | Other Materials:<br>*Penney's Fashion and Fabrics*, Spring-Summer 1966 J.C. Penney Co. |
| Light, bright colors seem to increase the size of the figure; but dark and subdued colors seem to decrease the size of the figure. | *Art and Textiles - Primitive to Pop*, American Fabrics<br>*Fashions for the Sew Set*, FS-S66E McCall's |
| A costume should have just one center of interest. | Films:<br>*Line In Your Wardrobe*,<br>*Color As You Wear It*,<br>*Color and You*,<br>J.C. Penney Company |
| An appropriate costume color depends upon the figure, age, and coloring of the wearer. | *Clothes and You: Line and Proportion*<br>Coronet Films |

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Developing competence in pattern and fabric selection | Review and complete "Clothing Buying Guide" in preparation for selecting fabric and other supplies. |
| | Collect samples of ten or twelve different kinds of cotton. Learn the correct name of each. How do they compare in appearance, feel, weight, tightness of weave, luster, tendency to ravel, cost? To what use(s) is each best suited? |
| | Discuss and demonstrate how to judge materials (when shopping) by appearance and "feel." |
| | Bring hang tags to class (or write down information found on bolt end). Compare types of information supplied: generic name and percentage of fiber, width, finish, suggested care, name of fabric. |
| | Plan attractive posters using samples of various kinds of fabrics used by the class. |
| | Compare any two of the following patterns:<br>- subteen - junior miss - half-size<br>- teen - miss<br>In what ways are they different |
| | List three characteristics of a pattern suitable for a first project; three characteristics suitable for the student who had clothing in junior high school. |
| | Look up the history of one of the pattern companies and be able to relate it to the class. |
| | Discuss the information found on the pattern envelop, the primer, the individual pattern pieces. |
| | Demonstrate taking the measurements used to select a blouse pattern, a skirt pattern, a pants pattern. |
| | Classify and discuss various figure types, including how to emphasize or de-emphasize certain figure characteristics through the use of fabric. |
| | Make a list of things which should influence choice of pattern, of fabric. |

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| Everyone can wear a plain fabric if it is the right color and texture, but everyone cannot wear all figured materials. | Other Materials:<br>Your Clothing Dollar, Household Finance Corporation |
| Texture, the surface characteristic of fabric, may be coarse or fine, rough or smooth, lustrous or dull, transparent or opaque. | Buying by Size, not Age, Cornell Extension Bulletin HE8<br>Textile Handbook, AHEA |
|  | Pattern envelopes showing current teen styles.<br>Posters on figure types. |
| There are styles suitable for every figure; so the styles selected should be those which compliment the figure. | Swatches of appropriate fabrics: Fabric Collection Kit (40 Fabrics) Hoye Textile Company<br>Films:<br>How to Select Fabrics J.C. Penney Company<br>Fabric Story - Personality Through Pattern, Hartley Productions |

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Promoting understanding of the relationship between pattern design and figure type | Make a folder of pattern designs showing how different hem lengths affect the figure.<br>Prepare a bulletin board display showing the effect of:<br>- various collars and necklines on the face<br>- different bodice lengths on the figure<br>- various skirts on the figure<br>- a variety of sleeve styles on the figure<br>Contact McCall consultant for demonstration of line and design. |
| Developing and improving skills in the use of the sewing machine and related equipment | Identify and explain the use of different kinds of pressing tools, cutting tools, tools for stitching and measuring.<br>Open the machine. Locate each part. Study its use. Demonstrate operation.<br>Make a hem gauge.<br>Discuss and demonstrate minor machine care and repair.<br>Practice:<br>- winding the bobbin, threading the machine<br>- testing the stitching: straight, circular, pivoting<br>- fastening machine stitching by: tying threads, back stitching; lapstitching<br>Look up the history of needles, scissors, thread, thimble, pins, or sewing machines. Make notes so that you can relate it in class. Give references used.<br>Practice correct sitting posture at the machine.<br>Evaluate progress by making a head scarf, wrist cushion, or pot holder. |

## CLOTHING I

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| The silhouette determines which styles are most becoming to the figure.<br>The illusion of a well-proportioned figure can frequently be created through the proper selection of pattern design. | Film:<br>Figure Flattery Through Optical Illusion, (FS) Singer |
| To function at its best, equipment requires an operator who uses skill and care. | Other Materials:<br>Sewing Machine Manual Singer |
| Skill in the use of equipment requires knowledge and practice. | Pressing In Dressmaking<br>Cornell Extension Bulletin #765 |
| There are correct ways to handle equipment, which ensure proficiency and safety. | |

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Perfecting skills in clothing construction techniques | Using a pattern enlargement, identify:<br>- make of pattern<br>- marks used for correct placement on straight of goods<br>- mark used to show placement on fold of fabric<br>- purpose of each set of notches<br>- width of seam allowance and how marked<br>- marks used to show darts, pleats, hemline.<br>Demonstrate fitting the pattern, explaining why seams, darts, etc., are placed away from the body.<br>Demonstrate pattern adjustment: when vertical adjustments are required; when horizontal adjustments are required.<br>Describe how to select and identify the layout for placing the pattern on the fabric.<br>List the differences in style or view of the pattern. What purpose do these serve?<br>Demonstrate:<br>- straightening a washable fabric<br>- laying pattern pieces<br>- pinning pattern to fabric<br>- cutting out a garment<br>- transferring pattern markings.<br>List reasons why notches are cut as projections into the extra material rather than into the garment.<br>Discuss the value of the primer.<br>Demonstrate and practice:<br>- stay-stitching<br>- directional stitching.<br>Demonstrate the technique for pressing darts and seams.<br>Demonstrate and practice:<br>- joining a facing to a garment<br>- finishing neck opening<br>- hand finishing the hem<br>- final pressing (and blocking).<br>Repeat basic construction with another garment(s) adding:<br>- attaching a waistband<br>- zipper insertion<br>- crotch project<br>- collar<br>- set-in sleeves<br>- half-lining<br>- work with interfacings. |

# CLOTHING I

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| Setting a high standard for the completed garment will make it easier to have high standards of workmanship.<br>Skill in construction techniques is gained by practice.<br>Each phase of the construction project, however tedious, is important to the finished project. | Other Materials:<br>Simplicity's Little Dictionary of Sewing Terms, 2nd Edition Simplicity Pattern Company<br>Sewing Know-How Series for Zippers, Plackets, Fastenings Patti Penn<br>For Perfect Finishing, Press The Professional Way, Dritz<br>Simplicity Sewing Book<br>McCall's Sewing Book<br>Hillhouse, Dress Selection and Design, Macmillan<br>Films:<br>Fashion Sewing the Bishop Way (FS)<br>J. C. Penney Company<br>Part I - Basic Learnings<br>Part II - How To Make a Simple Skirt and Blouse<br>Part III - Cutting to Fit and Fitting |

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| | Discuss the unit construction method.<br>Evaluate achievement using a progress chart and pupil-teacher conference. |
| Gaining experiences in minor pattern alterations | Demonstrate:<br>- raising or lowering bust dart<br>- lengthening or shortening darts<br>- lengthening or shortening bodice<br>- increasing or decreasing bustline<br>- increasing or decreasing hip measurement.<br>Demonstrate and practice fitting a garment. |
| Gaining knowledge of the care required of the fabric selected for class activity | Demonstrate and discuss pressing temperatures required for treated and untreated cottons, and cotton blends.<br>Describe and discuss simple techniques for identifying the different cotton finishes and cotton blends, by appearance, feel, odor.<br>List the characteristics that indicate when fabric or garment maintenance requires:<br>- dry cleaning<br>- laundering<br>- spot cleaning.<br>What are satisfactory home methods of testing for:<br>- color fastness<br>- shrinkage or stretch .<br>Demonstrate a method of setting a color. |
| Encouraging understanding and use of clothing terminology | Discuss:<br>- bodice styles<br>- skirt styles<br>- sleeve styles<br>- collar and neckline styles .<br>Prepare a bulletin board illustration of several types of wash-and-wear fabrics.<br>Keep a list of new words encountered during each six-week period. Class define and discuss these words. |

## CLOTHING I

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| Numerous mistakes, including errors in cutting & fabric waste, are reduced when the pattern is used correctly. | Other Materials:<br>What Pattern Type and Size for You, Simplicity Pattern Co.<br>Buying By Size, Not Age<br>Cornell Extension Bulletin HE 8 |
| Proper fabric care saves money by keeping materials looking better longer, thereby reducing the need for frequent replacement.<br>Learning the correct techniques of fabric care requires patience and practice. | Other Materials:<br>Home Laundry In Motion, Maytag Co.<br>Textile Handbook, AHEA<br>Know Your Laundry Recipes, Maytag Co. |
| Being able to correctly identify procedures and equipment is a necessary part of classroom communication.<br>Ability to communicate is necessary to learning. | Other Materials:<br>Dan River Dictionary of Textile Terms<br>Avisco Fiber Facts<br>AHEA Textile Handbook |

## CLOTHING I
### Home Economics for Boys
### Cost, Construction and Care

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Understanding the importance of good grooming | Describe a well-groomed young man. Read references<br>Share ideas on how to be well groomed; such as<br>care of hair care of clothes<br>care of hands care of body<br>Bring pictures of the clothing details which are important to a man's appearance -<br>length of shirt sleeves<br>proper socks<br>color balance<br>trouser length<br>accessories |
| Understanding the names, costs, fabrics, and wearing qualities of men's ready-made clothing | Discuss the fashion trends of the season<br>Have a display of sport shirts, sweaters, and jackets. (Local store could bring garments to the school.)<br>Compare the information found on the labels<br>Analyze personal wardrobe and plan future needs. See p. 35 "Speaking of Fashions"<br>Share ideas on minimum basic wardrobe<br>Practice buying a few items to evaluate buying habits of men |

CLOTHING I
Home Economics for Boys
Cost, Construction, and Care

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| Good grooming is important to achieve cheerfulness, self-assurance, and efficiency; but good grooming is the first requirement of being handsome.<br>OR<br>Personal satisfaction and social acceptability are related to good grooming<br>A clean body forms the basis for all good grooming<br>Proper and well-fitting clothes are essential for a desirable appearance | Other Materials:<br>Young Man Take a Clothes Look, Cornell Extension, pp. 9, 24-26<br>"How To Be Well-Groomed From Head to Toe," Johnson's Wax<br>As Others See Us, American Medical Association<br>The Clothes We Wear, Home Economics Department, NEA<br>Call Me Mister. Milady Publishing Company<br>"Success Insurance in a Man's World," Milady Publishing Co.<br>Film:<br>Dressing Up. Association Films |
| Basic styles have greater economic value than do fads<br>It is wise to select a good basic style which will last for several seasons<br>Making a plan for buying clothes will help to get the most for your money<br>Entire wardrobe will be coordinated if the clothes are planned in relationship to one another | Other Materials:<br>"Thresholds to Adult Living. Craig, p. 147<br>Fibers to Fabrics, Gregg<br>How They Choose What They Wear, American Institute<br>To Clothe the Male, You Often Have to Sell the Female, American Institute<br>"Speaking of Fashion" Sears Store |

## CLOTHING I
### Home Economics for Boys
### Cost, Construction, and Care

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Acquiring skill in the care and use of sewing machine and small equipment | Demonstrate threading and operation of the sewing machine. Stitch a hem or make a small project<br>Most of the learning experiences and generalizations noted in Clothing I can be utilized here |
| Understanding the pattern and its function | Teacher demonstrate the use of pattern helps to identify the pattern pieces |
| Developing skill in constructing clothing garments for themselves and family members | The choice of garment may be varied; however, most of the students enjoy making sport shirts, vests or pull-overs, nightshirts, robes, pajamas<br>Some of the students may desire to peg or cuff trousers, shorten jacket sleeves, or sew for family members. |

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| The correct use of each piece of equipment contributes to efficiency in sewing | Other Materials:<br>Singer Sewing Machine Manual. Singer<br>(Check Clothing I aids)<br>Most of the materials used for regular Clothing I can be utilized here. |

# CLOTHING II

## Clothing Construction and Consumer Education for the Teenager

### INTRODUCTION

Before entering Clothing II, the student should have had from one to three semesters of experience in clothing with Clothing I as a prerequisite. The aim of this course is to provide the student with more advanced skills and learning experiences that are built upon the knowledge previously gained. Some examples of these more difficult construction projects are: plaid or napped fabric, tailored cuffs, seam processes and complete linings.

Since a major emphasis will be placed on consumer education, it is suggested that fabric study be undertaken at the first of the semester. This would aid the student in selecting a desirable, well-constructed fabric to suit her pattern.

The unit on buying ready-to-wear garments would work in appropriately after the construction of the first garment. The other unit on the care of clothing might be used between projects to give the slower students time to complete their projects. This would enable all of the students to begin on their next project at the same time.

Although a number of learning experiences have been suggested, it is up to the individual teacher to decide which ones best suit her situation and her particular students.

The suggested text for this course is Belle Pollard's *Experiences With Clothing*. Oerke's *Dress* contains a number of helpful suggestions on consumer education and the care of clothing.

### SKILLS

#### Repeat Learnings

1. Repeat learnings from 9th Grade level.
2. New learnings from 9th Grade level.

#### New Learnings

1. Joining a bodice and skirt
2. Machine buttonholes
3. Separate belt
4. Using a plaid, one-way design, or napped fabric
5. Using other sleeve design, such as kimono, raglan, or tailored cuffs
6. Using other construction processes, such as tucks, gathers, or pleats
7. Using other seam processes, such as flat-felled, French, or welt seams
8. Repairing wool fabrics
9. Inserting full-lining in a skirt

# CLOTHING II

## Clothing Construction and Consumer Education for the Teenager

Adopted Text: Pollard, L. Belle. Experiences With Clothing. Ginn & Co.

| OBJECTIVES | Weeks to Teach (x indicates continuous) |
|---|---|
| GAINING AN UNDERSTANDING OF COURSE OBJECTIVES | 2 Days |
| DEVELOPING INTEREST IN INCREASING THE VOCABULARY | x |
| GAINING KNOWLEDGE OF THE CHARACTERISTICS OF TEXTILE FIBERS AND THEIR PRODUCTION INTO FABRICS | 1 Week |
| UNDERSTANDING THE RELATIONSHIP BETWEEN THE DYEING, PRINTING, AND FINISHING OF A FABRIC TO ITS USE AND CARE | 1 Week |
| DEVELOPING REPEAT LEARNINGS AND INCORPORATING NEW SKILLS THROUGH THE CONSTRUCTION OF VARIOUS GARMENTS | 14 Weeks |
| DEVELOPING A SET OF STANDARDS TO FOLLOW IN THE SELECTION OF READY-TO-WEAR GARMENTS | 2½ Days |
| GAINING AN UNDERSTANDING OF A CONSUMER'S RESPONSIBILITIES | 2½ Days |
| UNDERSTANDING THE IMPORTANCE OF PROPER CARE AND STORAGE OF GARMENTS | 1 Week |
| DEVELOPING THE ABILITY TO PROPERLY CLEAN AND LAUNDER CLOTHING | 3 Days |

TOPICAL OUTLINE (4 Weeks) CLOTHING II

| OBJECTIVES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| (1st Week)<br>Gaining understanding of course objectives.<br>Developing interest in increasing the vocabulary<br>Gaining knowledge of textile fibers and fabric production | Get acquainted.<br>Teacher-pupil planning to set up objectives.<br>Exchange ideas on students' sewing experiences. | Discuss student needs in relation to previous experience.<br>Explain room procedures and use of equipment | Fill out chart designating duties for first week of construction.<br>Explain notebook requirements: vocabulary and fabric swatch | Divide into committees to begin fabric study.<br>Use guide questions on problem-solving.<br>Bulletin board on fabrics. | Continue research for reports.<br>Teacher check progress and material for reporting.<br>Discuss clothing project and prepare to buy fabric. |
| (2nd Week)<br>Understanding how dyeing, printing, and finishing of fabrics affect their use and care. | Reports on: Classification of fibers and their characteristics.<br>Films: "Cotton: Nature's Wonder Fiber" and "A Piece of Cloth"<br>Check on pattern and fabric purchase | Reports on: Identification, durability, and use of yarns and weaves.<br>Students examine various fabrics to determine yarns and weaves. | Reports on: Fiber finishes and their care.<br>Students run tests to determine methods of dyeing, printing, and finishing.<br>Labels and regulations for fabrics. | Reports on: Care of fabrics. Teacher and students demonstrate cleaning various garments.<br>Summary of unit<br>Review fabric study and selection of fabrics. | Short quiz on fibers and fabrics.<br>Students explain details of fabric selected for project. |
| (3rd Week)<br>Reviewing repeat learnings and incorporating new skills through the construction of various garments. | Demonstrate fitting patterns.<br>Girls fit their patterns. | Review straightening fabric.<br>Prepare fabric for cutting. | Check students' pattern layout.<br>Cut and mark fabric. | Finishing cutting and marking.<br>Begin stay-stitching. | Review progress.<br>Help those who are in need of catching up. |
| (4th Week)<br>Continuation of above | Organize into groups according to stage of progress. | Demonstrate new learnings as students progress. | Construction | Students may demonstrate new learnings to those who are at various stages of construction. | Evaluate all progress.<br>Assign outside homework. |

## CLOTHING II

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Gaining an understanding of the course objectives | Teacher-pupil planning to determine areas previously covered and to determine learning experiences desired by teacher and students.<br>Discuss procedures and use of equipment. |
| Developing interest in increasing the course vocabulary | Keep a fabric vocabulary and swatch notebook. |
| Gaining knowledge of the characteristics of textile fibers and their production into fabrics | Divide class into committees having the following suggested problems:<br>1. Classification of fibers and their characteristics.<br>2. Identification, use, and durability of yarns and weaves.<br>3. Fiber finishes and their care.<br>4. Labels and regulations for fabrics.<br>5. Care of fabrics by demonstrations<br>The following activities may be carried out by the class as a whole under the direction of the committee:<br>Reports on history of fibers.<br>Classification of fibers and their characteristics.<br>Compare fibers of cotton, linen, wool, silk, and synthetics by breaking, burning, microscope, and pictures.<br>Show samples of each type of fabric.<br>Trace as many fibers as possible from fiber to fabric through discussion and visual aids.<br>Display actual samples of important textile fibers in the clothing industry.<br>Run a few simple tests such as the following:<br>Test acetate fabric with fingernail polish containing acetone |

## CLOTHING II

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| A knowledge of textile terminology is necessary before fabrics can be carefully selected. | Adopted Text:<br>Pollard, L. Belle. Experiences with Clothing. Ginn & Company<br><br>Supplementary Text:<br>Oerke. Dress. Bennett Company pp. 165-204<br><br>Other Materials:<br>Fibers for Today's Consumer<br>Cooperative Extension Service<br>Purdue University, Lafayette<br>Bulletin 529 November 1965<br><br>Clothing Fabrics: Facts for Consumer Education. Home Economics Research Report No. 1, Supt. of Documents, U.S. Govt. Printing Office, Washington, D. C. 25¢<br><br>Films:<br>Bedtime for Janie - complete story of cotton. 26 min. Association Films |

## CLOTHING II

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Gaining knowledge of the characteristics of textile fibers and their production into fabrics, continued | Immerse a few fibers of wool in chlorinated bleach in a small dish. Watch results closely. Discuss.<br>Develop as a class a fiber identification chart based on tests.<br>Identification, use, and durability of yarns and weaves.<br>Collect samples of fabrics to note the differences in weaves.<br>Examine various yarns with a magnifying glass.<br>Unravel yarn from several fabrics and distinguish between spun and filament. Note texture.<br>Examine a number of swatches to identify warp and filling.<br>Observe fabric samples of blend and mixtures. Note differences.<br>Find labels from garments made of blends.<br>Compare several fabric blends, noting feel, general appearance, and cost.<br>Use strips of construction paper to illustrate various weaves. (Use these or actual samples to mount in notebooks)<br>Invite a resource person to explain operation of a loom and demonstrate weaving. (Art teacher, someone who has weaving as a hobby.)<br>Compare loosely and tightly woven materials for durability by gripping opposite edges of cloth and pressing down on fabric with thumbs.<br>List advantages and disadvantages of fabrics made of various weaves.<br>Collect samples of non-woven fabrics. Example: cotton, wool, and fur felt. Discuss care and use. |

## CLOTHING II

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| | Supplementary Text:<br>Carson. How You Look and Dress. McGraw-Hill pp. 91-97<br>Sturm and Grieser. Guide to Modern Clothing. McGraw-Hill<br>Other Materials:<br>Cotton: New Dimensions in Research National Cotton Council |
| Yarns are made by twisting fibers together in various ways. | Cotton from Field to Fabric<br>Cotton Panorama |
| The type of yarn contributes to the texture of the fabric. | The Story of Cotton<br>National Cotton Council<br>Films:<br>"Naturally Silk" International Silk<br>"The Romantic Story of Wool" Pendleton Woolen Mills |
| The warp runs parallel with the selvage and usually has the greater breaking strength. | "Textile Fibers and Their Properties" Burlington Industries, Inc.<br>"Fiber Facts", American Viscose Corp. |
| A fabric is a blend if each yarn is composed of two or more different fibers. | "A Piece of Cloth" Audio-Visual Section, National Cotton Council |

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Understanding the relationship between the dyeing, printing, and finishing of a fabric to its use and care | Students might use the following tests to determine method of dyeing: |
| | a. Solid-colored fabric<br>1. Untwist several yarns in both warp and filling<br>2. Note the evenness or unevenness of color penetration.<br>Students determine if fabric sample is piece-dyed or yarn-dyed. |
| | b. Figured cloth<br>1. Unravel yarns in both warp and filling<br>2. Note color of individual yarns.<br>Students determine from discussion if individual yarns are the same color throughout or if more than one color. Determine whether design is printed or woven-in. |
| | c. Printed cloth<br>1. Count colors in design<br>2. Note shape, regularity, and order of pattern.<br>Students determine by what method cloth is printed. |
| | Experiments may also be done to determine the fastness of dye to the following:<br>a. Light<br>b. Perspiration<br>c. Laundering<br>d. Crocking |
| | Observe fabrics and garments with design printed off-grain. Discuss how this affects pattern lay-out and quality of ready-made garments. |
| | Panel discussion: Knowledge of designs and finishes helps make you an intelligent shopper. |

## CLOTHING II

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| A fabric is piece-dyed after weaving, knitting or other methods of construction. | Supplementary Text:<br>Wingate. Textile Fabrics and Their Selection. Prentice-Hall, Inc. |
| A fabric is yarn-dyed if the yarns are dyed before the fabric is constructed. | Other Materials:<br>Today's Fabrics, Marjorie Mead<br>Circular 917 U. of Illinois<br>Cooperative Extension Service |
| Color and design are applied to fabrics in various ways. | |
| The method of dyeing or printing affects the quality of the finished product. | |

# CLOTHING II

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Understanding the relationship between the dyeing, printing, and finishing of a fabric to its use and care, continued | Class members bring in samples of different finishes, advertisements, and labels.<br>Discuss characteristics of various finishes and their desirability to the consumer.<br>a. Sanforized, Sanforlan, preshrunk<br>b. Drip-dry, wash and wear<br>c. Vat-dyed, colorfast<br>d. Crease-resistant, wrinkleshed and mercerized.<br>e. Permanent press<br>List finishes which improve appearance but do not affect usefulness. Discuss.<br>List finishes which both improve appearance and affect usefulness.<br>Discuss ways in which we can know the fiber content of a fabric.<br>Examine garment labels for fiber content information.<br>Discuss provisions of Textile Fiber Identification Act L-22.<br>Develop a check list for fabric selection.<br>Role-play a situation in which a student goes out to buy fabric for a clothing project. |

## CLOTHING II

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| | Supplementary Texts: |
| | Lewis, Bowers, & Kettunen. Clothing Construction and Wardrobe Planning. Macmillan |
| | Carson. How You Look and Dress. McGraw-Hill |
| Not all finishes which improve appearance contribute to usefulness. | Oerke. Dress. Bennett Co. pp. 172-163, 211-214 |
| | Other Materials: |
| | "A Definite Guide to Permanent Press" Celanese |
| | "Permanent Press Progress Reports I and II" each $1.00 American Fabrics |
| | "Federal Textile Laws for Your Protection" Pamphlet - Michigan Univ. Ext. Bulletin No. 373 |
| | "Fashion and Fabrics" J. C. Penney Co. 1966 p. 13 |
| | "Textile Fiber Products Identification Act" 1960 Fed. Trade Commission |
| | Films: |
| | "How to Select Fabrics" J.C. Penney Co. |

## CLOTHING II

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Developing repeat learnings and incorporating new skills through the construction of various garments | Cooperative teacher-pupil planning to determine skills already acquired and those they need to learn.<br>Discuss types of garments that may be constructed to include the following new skills:<br>1. Joining bodice and skirt<br>2. Using plaid, one-way design, or napped fabric<br>3. Using other sleeve finishes such as kimono, raglan, or tailored cuff<br>4. Inserting full-lining in sleeve<br>5. Constructing belts and machine buttonholes<br>6. Using seam processes such as flat-fell, French, and welt.<br>7. Using tucks, gathers, and pleats.<br>Students choose garments to construct that will offer new learning experiences.<br>Demonstrate new learning experiences as students progress. |

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
|  | Supplementary Texts:<br>Lewis, Bowers, and Kettunen *Clothing Construction and Wardrobe Planning*. Macmillan Company |
|  | Other Materials:<br>"Simplicity's Guide to Napped Fabrics: How to Cut - How to Handle" Simplicity Pattern Company, Inc.<br>Bishop and Arch. *The Bishop Method of Clothing Construction*. Lippincott |
| New skills develop through the selection of projects that strengthen repeat learnings and provide opportunity for the development of these new skills. | *Simplicity's Little Dictionary of Sewing Terms* 2nd Ed. Simplicity Pattern Co. |

## CLOTHING II

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Developing a set of standards to follow in selecting ready-to-wear garments | Gain interest by directing lesson on wardrobe inventory to a particular season or around a holiday, such as Easter. |
| | Through classroom discussion, make a list of items that might be considered essential for a minimum but adequate wardrobe. |
| | Have students investigate wardrobe to determine needs. |
| | Discuss with class average amount spent for ready-to-wear garments. Bring out fact that expenditure is often more for one season than for another. |
| | Have each student make out a clothing budget to fit the family's clothing allowances. |
| | Suggest ways in which clothing allowance might be supplemented. |
| | Discuss how to plan a wardrobe considering color and design. |
| | Discuss items to be purchased to supplement present wardrobe, giving reasons for each purchase. |
| | Discuss use of following shopping guides:<br>Advertisements: Students bring in newspaper clippings and other advertisements. Evaluate them as guides for determining current styles, prices, availability. Analyze type of emotional appeal in advertisement.<br>Labels and Tags: Using information from Federal Trade Commission, discuss information that should be found on tags and labels.<br>Students then bring in labels and tags and evaluate each for information given. Suggest use of home label file with each label marked as to type of garment. |

## CLOTHING II

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| An attractive wardrobe depends upon wise planning and careful purchasing. | Supplementary Text:<br>Bishop and Arch. *Bishop Method of Clothing Construction* J.B. Lippincott<br>Sturm and Grieser. *Guide to Modern Clothing*. McGraw-Hill<br>Oreke. *Dress*. Bennett Co. p. 79 |
| Needs determine the basic garments of one's wardrobe. | Other Materials:<br>"Money Management"<br>"Your Clothing Dollar"<br>Household Finance Corp. |
| One's clothing expenditures are affected by the amount of the family income, clothing needs and wants, activities, and number in the family. | |
| To receive satisfaction for money spent, the majority of the clothing allowance should be directed toward clothes which receive the most wear and are good for most occasions. | |

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Developing a set of standards to follow in selecting ready-to-wear garments, continued | Brands: Discuss use of brand names as a guide to quality<br>Stores: Discuss differences in the following types of stores in terms of variety of selection, price ranges, and services available.<br>1. Department stores<br>2. Large specialty shops<br>3. Small specialty shops<br>4. Dime stores<br>5. Discount and outlet stores<br>6. Mail-order firms<br>Student panel discuss pros and cons of buying clothes on credit.<br>Discuss how wise "bargain" shopping can stretch the budget.<br>Discuss importance of consumer's knowing the meaning of the following types of sales: end-of-the-month, beginning-of-the-season, special purchase, inventory, and other.<br>Have a "white elephant day" in which pupils bring their wardrobe misfits bought impulsively.<br>Price: Discuss the following items that influence prices:<br>a. Fiber and fabric<br>b. Manufacture of garment<br>c. Mark-up added by dealer<br>List factors that determine quality in merchandise. Emphasize that these quality points be considered before buying a garment.<br>Re-emphasize importance of informative labels and tags on ready-made garments.<br>Bring in ready-made garments of different qualities and have students use their buying guides to evaluate each garment.<br>Bring in a garment or accessory considered "high style" when purchased, but soon out of style.<br>Students debate: "Fad vs Fashion" |

## CLOTHING II

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| A wise consumer reads and judges information on labels before making purchases. | Supplementary Texts:<br>Rathbone, Tarpley, East, and Ahern. *Fashion and Fabrics*. Houghton, Mifflin Company |
| A wise consumer watches advertising of reliable stores and buys where the best value can be received for the money spent. | Strum and Grieser. *Guide to Modern Clothing*. McGraw-Hill p. 138<br>Other Materials:<br>"Teen-Age Consumer" *Consumer Reports*, March 1957 pp. 139-142<br>"Federal Textile Laws for Your Protection" Extension Service Kansas State U.<br>Extension Bulletin 373 COES Michigan State<br>"[illegible] So It's a Bargain" and "So You'll Buy a Bargain?" [illegible] Family Success Book, 19[illegible] Changing Times |
| The price tag on a garment is not always an indication of its true worth. | Films:<br>"Follow It All The Way" Consumer Protection, J.C. Penney Co. S-837 |
| Fabric workmanship and style should determine the price paid for a garment. | |
| Quality in ready-made garments is determined by the following:<br>1. Fabric and trimming construction<br>2. Workmanship<br>3. Fit and style<br>4. Ease of care | "Wise Use of Credit" 22 min. Consumer Finance Assn. |

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Gaining an understanding of a consumer's responsibilities | Students observe shopping practices and list features observed.<br>Discuss shopping etiquette.<br>Develop a check list of good shopping manners and/or develop a code of behavior for shoppers.<br>Students give a dramatization illustrating poor and acceptable shopping etiquette.<br>Have two groups of students present (a) poor, and (b) desirable practices observed in sales people such as:<br>1. Urging customers to buy an article that is unbecoming or is not needed.<br>2. Pointing out advantages and disadvantages of an article of clothing.<br>Have a panel on the consumer's responsibility as a shopper. Follow this with class discussion. |

## CLOTHING II

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| Good shopping habits aid in the enjoyment of shopping. | |
| A knowledge of shopping courtesies helps the consumer receive better service. | Other Materials: |
| A well-informed shopper saves time, energy, and money. | "Quality Guides in Buying" USDA Leaflet No. 105 |

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Understanding the importance of proper care and storage of garments | Students write a short paragraph on how they usually care for their clothing.<br>Discuss advantages of daily clothing care related to the following items:<br>1. Airing garments<br>2. Removing spots and stains<br>3. Attending to minor repairs<br>4. Laundering hose and undergarments<br>5. Polishing shoes<br>Explain how pre-season care will protect the life of garments.<br>Discuss between-season care and storage of various fabrics, such as cotton, linen, fur, and woolens.<br>Use buzz groups to suggest methods of storage for:<br>1. Out-of-season clothes<br>2. Shoes<br>3. Formals<br>4. Accessories<br>Determine which clothes should be hung, folded, or wrapped.<br>Exhibit clothing damaged because of improper care.<br>Students draw illustrations of their present closet arrangements.<br>Evaluate arrangements through class discussion and magazine illustrations of proper closet organization.<br>Exchange ideas with class members concerning space-saving tricks.<br>Students make a second sketch of their clothing storage and compare with first arrangement. |

## CLOTHING II

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| Well cared for clothing helps to build self-confidence. | Supplementary Texts: |
| Daily care of clothing reduces the family clothing budget. | Lewis, Bowers, Kettunen. Clothing Construction and Wardrobe Planning. Macmillan, pp. 326-334 |
| | Starr. Management for Better Living. Heath, pp. 130-137 |
| Clothing will retain optimum serviceability and can be attractive longer if given regular daily, weekly, and seasonal care. | Fitzsimmons and White. Management For You. Lippincott, pp. 206-212 |
| Not all clothing should be stored in the same manner. | |
| Thoughtful planning is needed to arrange closet and drawer space efficiently. | |
| A well-planned closet simplifies clothing care. | |
| The article used most frequently should be stored within easy reach. | |

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Developing the ability to properly clean and launder clothing | Teacher demonstrate general techniques of proper method of spot removal.<br>Experiment with a variety of common stain removers on the type of stain for which they are intended.<br>Students record results for effectiveness and ease in using.<br>Explain difference between a soap and a detergent.<br>Illustrate on chalkboard how they clean.<br>Discuss good wash-day practices, such as:<br>1. Sorting as to color, amount of soil, type of fabric<br>2. Pre-treatment<br>3. Correct water temperature<br>4. Drying place, time, and temperature.<br>Discuss:<br>1. Influence of fabric weave on washability<br>2. Use of washer and dryer for synthetics and blends<br>3. Time and effort required in hand washing versus machine washing.<br>Students give reports on methods of washing and drying the following fabrics:<br>1. Silk<br>2. Rayon<br>3. Acetate<br>4. Wool<br>5. Other man-made fabrics<br>6. Cotton<br>7. Linen<br>8. Wash and wear<br>Students demonstrate proper laundering of (1) sweaters, (2) hose, (3) gloves.<br>Demonstrate proper pressing techniques and use of equipment.<br>Discuss proper procedures to follow before sending a garment to the cleaners.<br>Visit a commercial dry cleaner to observe cleaning processes used.<br>Student demonstrate dyeing a garment.<br>Discuss care of garments in dressing.<br>Students demonstrate proper method of putting on: girdle, slip, hosiery, skirts and dresses, gloves.<br>Discuss tips on the use and care of clothing. |

## CLOTHING II

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| | Supplementary Texts:<br>Sturm and Grieser. Guide to Modern Clothing. McGraw-Hill, p. 186 |
| Each spot should be treated individually to prevent "setting" spots. | Oerke. Dress. Bennett Co., p. 105 |
| The fabric as well as the spot should be considered in stain removal. | Other Materials:<br>"Removing Spots and Stains" Form 19YG, Maytag Company<br>"Home Laundry in Motion" Maytag Company<br>"Stain Removal from Fabrics" USDA Bulletin No. 1474 |
| A routine of good laundry practices is necessary for effective, efficient care of clothing. | "Today's Soaps and Detergents" Oregon State U. Cooperative Extension Service, PNU Bulletin 36 |
| The method used in washing clothing depends upon the article to be washed, the textile fibers from which it is made, and the construction of the fabric. | "Know Your Laundry Recipes" Maytag Company<br>"Handbook on Fabric Care" American Institute of Laundering<br>"Problem Laundry Solutions" Maytag Company<br>Encyclopedia of Home Laundry Maytag Company |
| | "For Perfect Finishing: Press the Professional Way" John Dritz & Sons, Inc. |
| Proper care of garments determines their length of service. | |

# CLOTHING III

## Clothing for the Girl and Her Family

## INTRODUCTION

Clothing III is designed to provide opportunities for students to increase their understanding of the suitable wardrobe for themselves and their families, and to develop skills in clothing construction to a higher level of perfection.

Since all students will probably not finish a project at the same time, it will be wise if extra activities are provided those who do finish early. For example, students who finish their construction project early might make an accessory. Those who finish their remodeling early might repair a garment.

Although many learning experiences are suggested, the teacher should use her discretion in choosing and/or revising the learning experiences that best fit her classroom situation. Those learning experiences should be selected that will encourage students to choose projects offering new learning skills for themselves.

The adopted text for this course shall be Sturm & Greiser. Guide to Modern Clothing. Webster Division, McGraw-Hill Book Company. Clothing I and II are prerequisites to this course. Check Clothing I and II for detailed learnings.

## SKILLS

### Repeat Learnings

1. Repeat learnings from Clothing I and II
2. New learnings from Clothing I and II

### New Learnings

1. Using suitable fasteners
    - a. frogs
    - b. loops
    - c. tailored buttonholes
    - d. self-covered buttons
2. Decorations for child's garment using the zig-zag machine
    - a. textile painting
    - b. decorative stitches
3. Inserting self-help and growth features
    - a. elastic waists
    - b. deep hems
    - c. long and front openings
4. Applying trims
    - a. sashes
    - b. ribbons
    - c. lace
    - d. rickrack
5. Simple garment remodeling
    - a. ripping
    - b. re-dyeing
    - c. recutting
    - d. reassembling
6. Handling of felt, leather and other difficult fabrics

## CLOTHING III

### Clothing for the Girl and Her Family

Adopted Text: Sturm & Grieser. Guide to Modern Clothing
Webster Division, McGraw-Hill Book Company

| OBJECTIVES | Weeks to Teach (x indicates continuous) |
|---|---|
| PROVIDING CLASSROOM ACTIVITIES TO HELP DEVELOP SELF-CONFIDENCE IN THE STUDENT | x |
| GAINING AN UNDERSTANDING OF PROPER DRESS | 1½ Weeks |
| DEVELOPING THE ABILITY TO EVALUATE ONE'S WARDROBE | 1½ Weeks |
| GAINING SATISFACTION IN MAKING CLOTHES IN ORDER TO HAVE A SUITABLE WARDROBE | 8 Weeks |
| CREATING INTERESTING AND APPROPRIATE ACCESSORIES | 1 Week |
| GAINING AN UNDERSTANDING OF THE IMPORTANCE OF REMODELING AND REPAIRING ONE'S CLOTHING | 2 Weeks |
| GAINING INCREASED KNOWLEDGE OF A CHILD'S CLOTHING NEEDS | 1 Week |
| DEVELOPING SKILLS IN CONSTRUCTING A CHILD'S GARMENT | 3 Weeks |

TOPICAL OUTLINE (4 Weeks) CLOTHING III

| OBJECTIVES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| (1st Week)<br>Developing self-confidence in the students<br>Gaining an understanding of proper dress | Introduction to course.<br>Discuss objectives and areas to be covered.<br>Explain reasons and procedures for keeping folder. | Review figure types. Analyze students' figures.<br>Discuss elements of design.<br>Study pictures of various colors and designs. | Select lines, colors, and designs for each figure type.<br>Film: Line in Your Wardrobe | McCall's resource person to talk on line, color and design.<br>Make plans for exhibit of styles and colors suitable for each figure type. | Complete plans for exhibit.<br>Set up exhibit.<br>Discuss exhibit. |
| (2nd Week)<br>Continuation of above | Discuss effect colors, lines and designs have on each figure type.<br>Decide colors, lines, and designs good for each student.<br>Assignment: Plan costumes suitable for themselves.<br>Use pamphlet - McCall's Patterns | Discuss activities in relation to costumes.<br>Discuss clothing needs and construction project.<br>Inform students when to be ready to begin sewing. | Plan for Fashion Show by pupils<br>Approve patterns selected by students | Check students' folers. | Fashion Show<br>Evaluation<br>Quiz |
| (3rd Week)<br>Developing the ability to evaluate one's wardrobe | Discuss clothing inventory and inventory chart.<br>Divide class into groups.<br>Discuss responsibilities of each group.<br>Students take clothing inventory | Discuss wardrobe planning and basic wardrobe principles.<br>Discuss family clothing budget. | Resource person to talk on - selecting a suitable wardrobe.<br>Assignment: Students list their major activities and plan their wardrobes. | Group reports on clothing needs of a specific type of individual<br>Students work on their wardrobe plans | Assign tote drawers and machines.<br>Check students' folders.<br>Remind students when to be ready to begin sewing |
| (4th Week)<br>Making clothes in order to have a suitable wardrobe | Discuss advantages of making one's clothing.<br>Approve patterns selected by students not earlier approved. | Discuss fabrics suitable for the garments and linings.<br>Make preliminary plans for construction project. | Students bring all necessary materials for sewing.<br>Begin preparing pattern and fabric. | Layout and cut<br>Begin sewing ________ | Demonstrate or show film. |

## CLOTHING III

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Providing classroom activities to help develop self-confidence in the student | Survey the class to see what students would like to gain from the course.<br>Discuss course objectives and areas to be covered. |
| Gaining an understanding of proper dress | Students start a folder to be kept throughout the course. Include material on the appropriate clothes for themselves.<br>Review the various figure types and facial features.<br>Analyze each student's figure and facial features.<br>Students make a list of features to be emphasized and/or camouflaged.<br>Discuss line, color, and design in relation to each figure type and facial features.<br>Students work in groups with color samples, choosing colors good for each student.<br>Make an exhibit showing styles and colors suitable for the various figure types and facial features.<br>Examine pictures of various designs and colors. |

## CLOTHING III

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| Self-confidence adds to the enjoyment and success of classroom activities.<br>Understanding one's figure type and facial features can aid one in dressing properly.<br>Used skillfully, line, color and design can improve one's appearance.<br>Personal satisfaction is achieved through the ability to select colors suitable for the individual.<br>Styles and colors suitable for an individual depend upon his figure type and facial features. | Adopted Text:<br>Sturm & Grieser. Guide to Modern Clothing. Webster Division, McGraw-Hill Book Company<br>Supplementary Texts:<br>Pollard. Experiences with Clothing. Ginn and Company<br>McDermott and Nicholas. Homemaking for Teenagers. Bennett<br>Other Materials:<br>McCall resource person<br>For That High Priced Look. Pellon<br>McCall's Patterns<br>Fashion and Fabrics Spring & Summer 1966. J.C. Penney Company<br>Be Color Wise<br>Be Line Wise<br>J.C. Penney Company<br>Fashion magazines, newspapers, catalogs, fabric samples<br>Films:<br>"Line in Your Wardrobe"<br>"Color As You Wear It"<br>"Color and You"<br>J.C. Penney |

## CLOTHING III

| OBJECTIVES | LEARNING MATERIALS |
|---|---|
| Gaining an understanding of the proper dress, continued | Plan a bulletin board illustrating principles for combining colors, lines, and designs to create certain effects. |
| | Students decide what colors, lines, and designs are most becoming to themselves. |
| | Plan casual costumes indicating colors, lines, and design. |
| | Make a list of various types of activities in which students participate. |
| | Discuss appropriate attire for the activities. |
| | Plan a display illustrating five "Do's" and "Dont's" for dressing properly. |
| | Plan a class fashion show in which students model appropriate costumes for their figure types, facial features, and planned activity. |
| Developing the ability to evaluate one's wardrobe | Discuss advantages of taking a clothing inventory. |
| | Acquaint students with an inventory chart. |
| | Students take an inventory of their wardrobes using the chart. |
| | Discuss the basic wardrobe principles. |
| | Divide the class into groups. Each group obtain information on the clothing needs of a specific type of individual. |
| | Discuss wardrobe planning in relation to the family clothing budget. |

# CLOTHING III

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| Color, line and design can change one's appearance and shape. | |
| The lines, colors, and designs should be suitable for the individual. | |
| To determine whether one is properly dressed, the activity should be considered as well as the figure type. | |
| The attire should be appropriate for the activity. | |
| Clothes that are suitable to the person and the activity help to build self-confidence and poise. | |
| To evaluate one's wardrobe, critically, a clothing inventory must be taken. | Supplementary Texts:<br>Pollard. Experiences with Clothing. Ginn and Co.<br>Tate and Glisson. Family Clothing. John Wiley & Sons<br>Barclay and Champion. Teen Guide to Homemaking. McGraw-Hill<br>Other Materials:<br>"Your Clothing Carousel" Dow Chemical Co.<br>"Wardrobe Magic" Bobbie Brooks<br>"Your Clothing Dollar" Household Finance Corp.<br>Films:<br>"Managing Your Clothing Dollar" Household Finance Corp.<br>"Clothes and You" Coronet<br>"The Right Clothes for You" (FS)<br>"Select Your Style" McGraw-Hill |
| The basic wardrobe principles should be used as guides to planning a suitable wardrobe. | |
| The clothing needs of an individual will depend upon age, major activities, figure type and personality. | |
| The clothing budget should be considered when planning a wardrobe. | |

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Developing the ability to evaluate one's wardrobe, continued | Students list activities in which they participate.<br>Invite a buyer from a good local store to come to talk about selecting a well-coordinated wardrobe.<br>Students plan as many outfits as possible from their inventory. List accessories with each outfit.<br>Evaluate the wardrobe by comparing the list of activities with the list of outfits.<br>List clothing deficiencies.<br>Each student make a plan to improve her wardrobe. Show how deficiencies will be met, and how each outfit will emphasize or camouflage certain of her features, |

## CLOTHING III

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| One must recognize his activities in order to plan a suitable wardrobe. | |
| To successfully add to the wardrobe, the individual should recognize outfits already on hand. | |
| Each planned activity should have an appropriate costume. | |
| Clothing deficiencies are guides to the individual's clothing needs. | |
| A well-planned wardrobe is practical and economical. | |

# CLOTHING III

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Gaining satisfaction in making clothes in order to have a suitable wardrobe | Discuss the advantages of making one's clothing. |
| | Discuss types of lined garments to be made:<br>A. Dress D. Jacket<br>B. Suit E. Coat<br>C. Skirt F. Slacks |
| | Students choose a garment to make that will offer new learnings. |
| | Discuss various fabrics suitable for the various garments and lining. |
| | Make necessary plans for constructing the garment. |
| | Demonstrate learnings new to the students. |
| | Make the garment. |
| | Plan a fashion show or exhibit of the garments made. |
| Creating interesting and appropriate accessories | Discuss the advantages of planning for appropriate accessories. |
| | Study pictures of garments with and without accessories. Compare. |
| | Collect dolls with wardrobes: Dress them without accessories, add accessories, compare. |
| | Discuss appropriate accessories for various figure types and occasions. |
| | Display garments with accessories using dress forms. |
| | Select appropriate accessories for various occasions. Plan a bulletin-board display. |
| | Plan accessories for outfits in the wardrobe. |
| | Collect pictures illustrating the accessories. Make a plan, showing how these accessories will be obtained(made, bought, gift.) |

## CLOTHING III

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| The clothing budget can be stretched by making clothes.<br>Constructing garments can be an enjoyable and satisfying experience. | Supplementary Texts:<br>Bishop and Arch. The Bishop Method of Clothing Construction<br>J. B. Lippincott<br>Other Materials:<br>Simplicity's Guide to Napped Fabric, How to Handle, How to Cut.<br>Simplicity Sewing Book<br>Simplicity Pattern Co.<br>How to do Dressmaking Tailoring<br>Singer<br>Secrets of Sewing with Plaids<br>Dan River |
| Displaying garments an individual has made increases pride in the individual. | Films:<br>Tailoring Techniques and New Clothing Construction<br>How to Select Fabrics<br>J.C. Penney Co.<br>Material for Clothing<br>Encyclopaedia Britannica Films |
| A suitable wardrobe contains not only essential garments, but the accessories needed to make complete outfits.<br>With appropriate accessories, fewer outfits are needed.<br>Thoughtful selection of accessories adds originality to the outfits.<br>Accessories should be chosen according to figure type and occasion.<br>A satisfactory wardrobe will include accessories that may serve many needs. | Supplementary Texts:<br>Barclay and Champion. Teen Guide to Homemaking. McGraw-Hill<br>Other Materials:<br>Magazines, catalogs, fashion books, newspapers.<br>Severn, Hand In Gloves. McKay Company |

## CLOTHING III

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Gaining an understanding of the importance of remodeling and repairing one's clothing | Discuss the importance of remodeling and repairing clothes. |
| | List most common types of repair problems. Discuss ways to repair each. |
| | List ways in which a garment could be remodeled without involving much labor. |
| | Students bring to class a garment they want to remodel. |
| | Study fashion books and find designs that would be suitable to use for the garment. |
| | Make a list of ways the garment is to be remodeled. |
| | Demonstrate as many as possible ways the garments could be remodeled. |
| | Remodel the garment. |
| Gaining increased knowledge of a child's clothing needs | Visit a nursery school and help the children dress. |
| | List and discuss self-help and growth features found on the children's garments. |
| | Visit a large department store. Notice the children's styles. |
| | Discusss advantages and disadvantages of each style. |
| | Invite to class mothers with small children. Talk with them about the clothing needs of children. |
| | Make a list of fabrics suitable for a child's garment. Collect and study samples. |
| | Plan a bulletin board illustrating suitable clothing for a child. |
| | Plan a complete wardrobe for a child. |

## CLOTHING III

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| Repairing and remodeling clothes make them last longer, look better, and reduce clothing expenditure. | Supplementary Text:<br>Pollard. *Experiences with Clothing* Ginn and Co.<br>Other Materials: |
| Remodeling a garment should be worth the labor put into it. | G. Butt. *Mending Clothes and Household Fabrics*. Cornell University |
| Satifaction is achieved through the ability to restyle and remodel a garment. | *Your Clothing Carousel*<br>"Your Clothes Are Talking About You" Dow Chemical Co.<br>*How to Mend and Refit*. Singer<br>Magazines and fashion books |
| Clothes with self-help features will give the child pride in dressing himself. | Supplementary Texts: |
| Children's clothes with growth features are economical. | |
| Styles for children's clothing should offer comfort. | Pollard. *Experiences with Clothing*. Ginn and Company<br>Other Materials:<br>*A Look at Children*. USDA<br>Film:<br>*Selecting Children's Clothing* (FS) McGraw-Hill |
| The clothing needs of a child will depend to a great extent upon age, climatic conditions, general health, and activities of the child. | |
| Fabric for a child's garment should be soft, comfortable and easy to care for. | |
| The wardrobe for a child should be chosen with as much care as that of any family member. | |

# CLOTHING III

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Developing skills in constructing a child's garment | Discuss child's garments to be made:<br>1. Dress<br>2. Shirt or blouse<br>3. Pants (Shorts)<br>4. Gown<br>5. Play-suit<br>From the child's wardrobe, students choose a garment to make.<br>Select a style that offers self-help and growth features for the child and new learning skills for the students.<br>Select the fabric.<br>Make necessary plans for constructing the garment.<br>Make the garment.<br>Demonstrate and/or show films when feasible.<br>Plan an exhibit of the garments. |

## CLOTHING III

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
|  | Supplementary Texts: |
| Satisfaction and pride is increased when the individual can construct a garment for someone other than himself. | Pollard. Experiences with Clothing. Ginn and Company |
|  | Other Materials: |
| Making necessary plans should result in wise use of time, energy, money, and other resources. | Fashion magazines, catalogs,<br>How to Sew for Babies. Singer |

# CLOTHING IV

## Clothing and Family Management

### INTRODUCTION

This course has been planned to provide the students with opportunities to improve skills in clothing construction, to acquire knowledge and skills in money management, and to use creativity in the home. By the time students enter Clothing IV, they should have developed most, or all of the skills presented in Clothing I, II, and III. In this course, students should be encouraged to use creativity in constructing garments requiring more detailed construction and consequently improve skills previously practiced.

The basic textbook suggested for use in this course is Sturm & Grieser. Guide to Modern Clothing. Webster Division, McGraw-Hill Book Company.

### SKILLS

#### Repeat Learnings

1. Repeat learnings from 11th Grade level
2. New learnings from 11th Grade level

#### New Learnings

1. Dressy dress
2. Tailored suit
3. Trench coat
4. Slacks suit
5. Reversible article
6. Knitting or crocheting
7. More difficult patterns
8. Articles for the home

# CLOTHING IV

## Clothing and Family Management

Supplementary Text: East & Wines. *Fashion Your Own*.
Houghton Mifflin

| OBJECTIVES | Weeks to Teach (x indicates continuous) |
|---|---|
| BECOMING ACQUAINTED WITH THE CLASSROOM OBJECTIVES | x |
| GAINING KNOWLEDGE OF THE CLOTHING NEEDS OF THE ENTIRE FAMILY | 2-3 Days |
| DETERMINING THE AMOUNT OF THE TOTAL INCOME THAT CAN BE USED WISELY FOR CLOTHING NEEDS | 2-3 Days |
| DEVELOPING THE ABILITY TO MAKE WISE DECISIONS IN SPENDING THE FAMILY CLOTHING DOLLAR | x |
| UTILIZING PERSONAL RESOURCES ALONG WITH CAREFUL MONEY MANAGEMENT IN MEETING THE FAMILY CLOTHING NEEDS | x |
| IMPROVING AND INCREASING SKILLS IN MAKING GARMENTS REQUIRING MORE DETAILED CONSTRUCTION | 13 Weeks |
| INCREASING INTEREST IN USING CREATIVITY IN CONSTRUCTING ARTICLES FOR THE GIRL AND HER HOME | 3 Weeks |

TOPICAL OUTLINE (4 Weeks) CLOTHING IV

| OBJECTIVES | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| (1st Week)<br>Becoming acquainted with the classroom objectives<br>Gaining knowledge of clothing needs of family | Get acquainted<br>Teacher-pupil plan to determine objectives<br>Discuss course objectives | Money Questionnaire p.36 Curriculum Guide<br>Discuss importance of knowing family clothing needs | Construct charts for students to record family clothing needs<br>Assignment: fill out charts with aid of family | Discuss meaning and advantages of using a budget<br>List advantages of using a budget. | Using film-strips, pamphlets,<br>Students list factors that determine family clothing budget |
| (2nd Week)<br>Determining amount of total income to be wisely used for clothing needs<br>Developing the ability to wisely spend family clothing dollar | Discuss findings in relation to own family situation<br>Use guides to set up apportionment of clothing funds | Determine factors that require one member to spend more than others.<br>Divide into groups to develop clothing budget for a problem family. | List and discuss common reasons for overspending.<br>Discuss need for wise spending on a smaller income. | Assignment: Students work with parents in planning budget.<br>Students make out budget on paper using charts showing family needs and estimated costs. | List and discuss resources that may be used to meet family clothing needs.<br>Discuss how these resources may be used more advantageously through class activities. |
| (3rd Week)<br>Using personal resources, along with careful spending in meeting the clothing needs | Role-play situation in which student wastes resources in buying fabric.<br>Draw conclusions for wise management of time, energy, and money.<br>REVIEW | Short quiz on managing clothing dollar<br>Cooperative teacher-pupil planning to determine skills students need to improve | Discuss types of garments students may construct with a more professional look.<br>Students select project. | Discuss fabrics suitable for each garment.<br>Review fabric selection.<br>Make necessary plans for constructing garment. | Continue making plans for construction |
| (4th Week)<br>Improving and increasing skill in making garments with more detailed construction | Begin fitting pattern and prepare for cutting of fabric | Check students' pattern lay-out.<br>Cut and mark fabric. | Begin stay-stitching.<br>Review progress.<br>Help those in need of catching up. | Organize girls in groups according to stage.<br>Demonstrate new learnings as students' progress. | Evaluate all progress.<br>Assign outside homework. |

## CLOTHING IV

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Becoming acquainted with the classroom objectives | Teacher-pupil planning to determine areas of family clothing management students would like to study. |
| | Present outline for class study. |
| | Give "Money Opinionnaire" to determine students' goals. Discuss in relation to class objectives. |
| Gaining knowledge of the clothing needs of the entire family | Discuss the importance of knowing the family's clothing needs. |
| | Discuss and/or demonstrate methods of determining family's clothing needs.<br>a. family council b. personal inventories |
| | Through cooperative planning, construct individual charts to show clothing needs of each family member. |
| | Students fill these out with the assistance of family members. |
| | Review the meaning of the term budget.<br>List advantages of using a budget to plan spending. |
| | Students use filmstrips, texts, pamphlets, etc., to develop a list of factors that determine a family's clothing budget. |

## CLOTHING IV

| GENERALITIES | TEACHING MATERIALS |
|---|---|
| A knowledge of one's needs and wants is necessary before setting up classroom objectives. | Adopted Text:<br>Sturm & Grieser. Guide to Modern Clothing. Webster Div., McGraw-Hill<br>Supplementary Texts:<br>Beck. Custom Tailoring for Homemakers. Bennett Co. |
| Knowledge of the family's clothing needs is necessary in order to successfully plan the clothing budget. | Lewis, Bowers, and Kettunen. Clothing Construction and Wardrobe Planning. Macmillan Co.<br>East & Wines. Fashion Your Own. Houghton Mifflin<br>Other Materials:<br>Money Opinionnaire (Back of Guide)<br>"Your Budget" Household Finance |
| A budget is a division of the family monetary allowance according to the needs of the family.<br>The amount a family spends for clothing depends upon the following family situations:<br>a. number of family members<br>b. needs of family members<br>c. family's standards<br>d. amount that can be spent. | Films:<br>"A New Look at Budgeting for Better Living" 108 frames, B&W Household Finance<br>"Your Family Budget" 16 min. Coronet |

# CLOTHING IV

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Determining the amount of the total income that can be used wisely for clothing needs | Point out relationship between an individual's clothing allowance and the clothing allowance of the entire family.<br>Discuss the use of following guide for apportionment of clothing funds:<br>Man - 27%<br>Woman - 31%<br>12-year-old - 17% 16-year-old girl<br>8-year-old - 15% receives 32%<br>4-year-old - 10%<br>100%<br>Determine factors that might require one family member to receive more for clothing than others.<br>Divide class into groups giving each a typical family situation with a definite amount of income. Then, applying factors for determining family clothing budget, establish amounts to be spent by each family member. Use outline for determining family clothing budget. |
| Developing ability to use wise decision in spending family clothing dollar. | List common reasons for over-spending.<br>Discuss need for greater care in planning and managing the clothing dollar on a smaller income.<br>Students talk with parents about various family expenses. Estimate amount of total family income that can be spent for clothing.<br>Using charts showing needs of family members and estimated costs, students make out a clothing budget to suit needs of their family. |

## CLOTHING IV

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| A family must cooperate in keeping needs and desires within the family income. | Supplementary Texts:<br>Oerke, *Dress*. Bennett Co. pp. 83-87 |
| Around fifteen percent of the average family income is spent for clothing. | Pollard. *Experiences with Clothing* Ginn and Company p. 23<br>Other Materials:<br>"Your Clothing Dollar" Extension Service, Oklahoma A & M College, Circular 561<br>"Budgets Are What You Make Them" National Thrift Committee<br>"Money Management Your Clothing Dollar" and "Budgeting for Better Living." Household Finance Corporation |
| The smaller the amount of money available for clothing, the greater the necessity for careful planning and selection of a wardrobe. | |
| Planning for and keeping accounts of monetary expenditures help in securing optimum satisfaction from money spent. | |

## CLOTHING IV

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Utilizing personal resources along with careful money management in meeting the clothing needs | List personal resources such as time, energy, abilities, knowledge, etc., that may be utilized in meeting the family clothing needs.<br>Discuss how these resources may be used more advantageously through class activities.<br>Role-play a situation in which a student uses time, energy, and money unwisely while purchasing fabric for a garment.<br>Make a list of conclusions or rules for wise management of time, energy, and money. |
| Improving and increasing skills in making garments requiring more detailed construction | Cooperative teacher-pupil planning to determine skills students need to acquire or improve.<br>Discuss types of garments students may construct with a more professional look.<br>Some suggested projects are:<br>a. dressy dress<br>b. tailored suit<br>c. trench coat<br>d. slacks suit<br>e. reversible article<br>f. knitting or crocheting<br>g. garment from a more difficult pattern<br>Students choose project to construct that will offer new learning experiences and/or improvement of skills.<br>Discuss fabrics suitable for each garment.<br>Make plans for constructing first garment:<br>a. make changes in pattern, if any<br>b. fit pattern<br>c. check lay-out<br>d. cut and mark<br>Begin construction of garment<br>Demonstrate new learnings as students progress.<br>Plan a fashion show in which students model garments. |

## CLOTHING IV

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| Management in clothing activities depends upon the planning and directing of resources to reach desired goals. | Supplementary Texts:<br>Starr, J. Management for Better Living. Heath and Co. |
| Good management practices add to the enjoyment of sewing. | Craig, H. Thresholds to Adult Living. Bennett<br>Fitzsimmons and White. Management for You. Lippincott<br>Beck. Custom Tailoring for Homemaking Bennett<br>Bishop and Arch. The Bishop Method of Clothing Construction. J.B. Lippincott<br>Other Materials:<br>Your Clothing Dollar Household Finance Corporation |
| Skills are improved through the selection of projects that offer increased learning experiences. | How to do Dressmaking-Tailoring Singer<br>Fashion magazines and catalogs<br>Films:<br>"Tailoring Techniques, New Clothing Construction"<br>"How to Select Fabrics" J.C. Penney Co.<br>"Material for Clothing" Encyclopaedia Britannica Films<br>'Managing Your Clothing Dollar" Household Finance Corporation |

## CLOTHING IV

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Increasing interest in using creativity in constructing articles for the girl and her home. | Discuss ways students may use creativity in the home. Some suggested projects are:<br>a. oven mitts<br>b. pot holders<br>c. curtains or draperies<br>d. slip covers<br>e. place mats<br>f. throw pillows<br>g. table cloth<br>h. bedspread<br>Collect and display pictures of accessories and household articles that could be made.<br>With parents' help, students decide on article to make for the home.<br>Students use their creativity in selecting and/or revising the style of the article they are to make.<br>Study samples of fabrics suitable for the article chosen. Decide which fabric will be used.<br>Make final plans for constructing the article.<br>Construct the article. Demonstrate construction techniques when necessary.<br>Exhibit articles constructed by students. |

## CLOTHING IV

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| Satisfaction may be gained through the use of creativity in constructing an article for the home. | Other Materials:<br>Newspapers, magazines, catalogs, fashion magazines, fabric samples.<br>Booklets -<br>No. 101 - How to make curtains<br>102 - How to make draperies<br>103 - How to make valances<br>104 - How to make bedspreads<br>113 - How to make slip covers<br>114 - How to make cafe curtains<br>120 - How to make cushions, pillows, and bolsters<br>Singer Co. |
| The type of fabric selected should be determined by the style of the article. | Film:<br>"Color for Joy" Association Films |

## FAMILY CLOTHING BUDGET

| Family Members | Major items of new clothing |  |  | Estimated cost | Total for each member |
|---|---|---|---|---|---|
|  | Buy | Construct | Restyle |  |  |
| MOTHER |  |  |  |  |  |
| FATHER |  |  |  |  |  |
| OTHERS |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  | Total Clothing Expenditure | $ |

## MONEY OPIONNAIRE

The following are some opinion statements for your consideration. Write the answer which best expresses your degree of agreement or disagreement with the statement. Your answers will in no way affect your grade or standing in the class. Please answer as follows: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD):

________ 1. Money is one of the most important things in life.
________ 2. Some people just do not have enough money to budget.
________ 3. One can take a prepared budget and use it as his own.
________ 4. Parents should decide the amount of their children's allowances.
________ 5. Adolescents should be paid for some of the regular work they do at home.
________ 6. It is better not to have a regular allowance because one can get more money by asking for it as he needs it.
________ 7. Money matters are serious to young people.
________ 8. A good credit rating is important.
________ 9. Buying on credit encourages one to buy things one cannot afford.
________10. Parents should let their young people find out what it means to earn, by earning some of their own money.
________11. A child is a big money problem to his parents; and, therefore, he has an obligation to them.
________12. Deciding how to spend the family income should be a family project.
________13. Father should have more authority as to how the family income should be spent since he earns the money.
________14. Parents should let young people select their own clothing.
________15. Mother should control the purse strings, giving father his weekly allowance.
________16. How each person chooses to spend his allowance should be an individual decision.
________17. The only time most people talk about money is when someone is unhappy.
________18. One should pay back money that he borrows from his parents.
________19. Each family should make its own individual budget to fit its needs.
________20. Money matters should be discussed before marriage in the light of day rather than in the moonlight.
________21. Women are not supposed to know anything about business affairs.
________22. Newlyweds should be able to start housekeeping on the same economic level as their parents.
________23. Working children should pay room and board if they live at home after graduation.
________24. A wife adds to the family income when she performs her homemaking duties.
________25. When people get old and helpless their children should take the responsibility for caring for them.
________26. Life insurance should be taken out only when there are dependents.
________27. Young married couples should think of saving for their immediate wants rather than their old age.
________28. Social Security is "pennies from heaven" in old age.
________29. A good husband and father plans early in life for the protection of his family and his old age.

# ADULT CLOTHING

## Clothes For The Family

## INTRODUCTION

An immediate interest in clothing for oneself and family is a factor in motivating adult students in clothing.

These students have some experience in buymanship, but need guidance. They may have some experience in construction; therefore, the activities offered the class must be flexible enough to maintain interest and enthusiasm while providing appropriate learning experiences.

Suitable projects are: a child's garment; tailored blouse or man's shirt; pajamas, shorts, or other crotch garment; lined or half-lined dress; lined jacket or topper. The teacher and student will evaluate the types of skills associated with each project before jointly deciding on which activities to perform.

Sturm and Grieser's *Guide to Modern Clothing* is recommended as the basic textbook for this course. The texts adopted for Clothing I through Clothing IV can serve as supplementary texts. For any projects involving men's wear, please refer to teaching materials in the guide "Clothing for Young Men."

## SKILLS

### Repeat Learnings

1. Repeat Learnings from Clothing I level
2. Joining skirt and bodice
3. Inserting the zipper

### New Learnings

1. Making and attaching collar
2. Set-in sleeves
3. Self-covered buttons and belt
4. Half-lining or lining
5. Using a plaid, one-way design or napped fabric
6. Using a variety of interfacings
7. Bound buttonholes
8. Trouser fly

# ADULT CLOTHING

## Clothes For The Family

Adopted Text: Sturm and Grieser. Guide to Modern Clothing.
McGraw-Hill

| OBJECTIVES | Weeks to Teach (x indicates continuous) |
|---|---|
| GAINING SKILL IN SPENDING THE CLOTHING DOLLAR | 3 Weeks |
| DEVELOPING AND IMPROVING SKILLS IN THE USE OF THE SEWING MACHINE AND RELATED EQUIPMENT | 14 Weeks x |
| ACQUIRING SKILL IN SIMPLE ALTERATIONS OF PATTERNS AND GARMENTS | 8 Weeks x |
| ACQUIRING SKILLS IN FAMILY CLOTHING CONSTRUCTION TECHNIQUES | 12 Weeks x |
| DEVELOPING STANDARDS OF GOOD GROOMING | 2 Weeks |

## ADULT CLOTHING

| OBJECTIVES | 1ST DAY | 2ND DAY |
|---|---|---|
| (1st Week)<br>Gaining skill in spending the clothing dollar | Give an overview of the class objectives<br>Discuss student objectives<br>Give and discuss a pre-test on buying an article of ready-to-wear | Discuss and illustrate fabric qualities<br>Discuss and illustrate figure types<br>Prepare a shopping guide<br>Discuss criteria for pattern and fabric selection |
| (2nd Week)<br>Gaining skill in spending...<br>Acquiring skills in family clothing techniques | Discuss wardrobe requirements for the family<br>Assignment: inventory wardrobe as 1) use as is, 2) repair, 3) discard<br>Demonstrate pattern fitting and alterations | Discuss differences in pattern sizes and ready-to-wear<br>Film on pattern or fabric selection<br>Discuss techniques for updating wardrobe based on items in inventory |
| (3rd Week)<br>Developing and improving skills in the use of sewing equipment | Continue fitting patterns, laying and cutting out garment<br>Demonstrate machine operation. Make machine assignments.<br>Demonstrate transferring markings and making darts. | Demonstrate directional stitching<br>Practice machine operation, making a wrist cushion, head scarf, or similar item. |
| (4th Week)<br>Developing and improving skills in the use of sewing equipment<br>Acquiring skills in family clothing techniques | Continue garment construction or small project<br>Discuss procedures for first fitting | Continue garment construction<br>Discuss (and students demonstrate) daily care of garments. |

## ADULT CLOTHING

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Gaining skill in spending the clothing dollar | List your five most recent clothing purchases. Evaluate as:<br>- very satisfactory<br>- not too satisfactory<br>- very unsatisfactory |
| | Discuss satisfaction gained as related to amount spent, quality and fit, and suitability to accessory items already in the wardrobe. |
| | Identify and discuss the characteristics that impart "serviceability" to a fabric. |
| | Prepare a bulletin board showing the advantages of wool slacks over cotton slacks for winter sports; of nylon socks over woolen or cotton ones for longer wear; of a cotton shirt over a nylon shirt for summer wear. |
| | Debate: The family can spend its clothing allowance and get more at a discount store than at a regular department store. |
| | Bring a recent clothing purchase to class and evaluate its workmanship: cut, stitching, seam allowance, reinforcements, matching plaids or stripes, etc. |
| | Demonstrate techniques for judging fabric by feel and appearance. |
| | Discuss the measurements needed when buying a shirt, trousers, or suit for a man. |
| | Discuss characteristics of a well-made child's garment. Have child's garment display on how to select wisely. |
| | Discuss and demonstrate the care required for untreated cottons, treated cottons, cotton/synthetic blends, woolens, and woven vs. knit garments. |

## ADULT CLOTHING

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| Having an attractive and useful wardrobe requires planning.<br>Knowledge of buying is essential in obtaining the clothes one needs.<br>Proper use of labels promotes wise buying. | Adopted Text:<br>Sturm and Grieser, Guide to Modern Clothing. McGraw-Hill<br>Other Materials:<br>30 Staple Cottons Swatch Booklet Hoye Textile Publishing Co.<br>Your Clothing Dollar. Household Finance Corp.<br>Textile Fiber Products Identification Act of 1960 Federal Trade Commission<br>White. Today's Fabrics: Products of Science. Cornell Univ. Extension Bulletin 972<br>Mead. Today's Fabrics. Univ. of Ill. Extension Service Circular 917<br>Fibers for Today's Consumer. Purdue University Extension Bulletin 529<br>Permanent Press Progress Reports I & II, American Fabrics<br>Buying Men's Shirts. Cluett, Peabody and Company, Inc.<br>Films:<br>Follow It All the Way - Consumer Protection, J. C. Penney Co.<br>Managing Your Clothing Dollar Household Finance Corp. |

## ADULT CLOTHING

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Developing and improving skills in the use of the sewing machine and related equipment | Use an identification chart of a sewing machine to review and identify each part.<br>Demonstrate and practice:<br>- oiling the machine<br>- lubricating the machine<br>- changing the light bulb<br>- changing the needle<br>- adjusting the tensions<br>- regulating the stitch<br>List and discuss equipment used for:<br>- stitching<br>- cutting<br>- pressing<br>- measuring<br>- marking<br>Compare various pressing cloths.<br>Make a pin cushion or a pot holder |
| Acquiring skill in simple alteration of patterns and garments | Compare characteristics of one group of the following:<br>- girls'sizes: subteen, teen, junior<br>- boys' sizes: boys and students<br>- women's sizes: misses, half-sizes<br>- men's sizes: small,medium, large, extra large<br>Demonstrate and practice, as needed:<br>- lengthening or shortening the bodice<br>- increasing or decreasing the hip or bust line<br>- inserting a gusset<br>- mending by darning or patching<br>- replacing zippers, linings, pants pockets |

## ADULT CLOTHING

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| A knowledge of equipment is a prerequisite to using it efficiently. | Other Materials:<br>*Student's Test Chart for Threading and Identification of Parts*, Singer<br>*Sewing Machine Manual*, Singer |
| The best way to handle equipment is also the safest way. | |
| Practice leads to proficiency in the use of equipment. | |
| A knowledge of the major alteration techniques is necessary in achieving a proper fit. | Supplementary Text:<br>Other Materials:<br>*Money Management: Your Clothing Dollar*. Household Finance Corp.<br>Reed, Snellman, Harrell, *How to Reline a Coat*. Cornell Extension Bulletin 948<br>*What Pattern Type and Size for You*, Simplicity Pattern Co.<br>*Clothing Repairs*. Home and Garden Bulletin No. 107 USDA |

ADULT CLOTHING

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Acquiring skills in family clothing construction techniques | Discuss characteristics of correct and incorrect fit in a blouse, skirt, dress, pants.<br>For pattern and fabric selection, see learning experiences listed for Clothing I.<br>Make a time budget to allow for:<br>- selection of fabric and pattern<br>- study of directions for making the garment<br>- outlining the procedure to follow<br>Demonstrate and practice:<br>- laying the pattern<br>- cutting the garment<br>- transferring markings<br>- stay-stitching<br>- assembling blouse front, blouse back<br>- joining front and back<br>- completing collar<br>- attaching collar<br>- completing sleeves (and cuffs)<br>- joining blouse units<br>Demonstrate and practice (with subsequent selections)<br>- skirt units<br>- dress units<br>- pants units<br>- shirt units<br>Prepare visuals and samples explaining:<br>- seam constructions<br>- seam finishes<br>- sewing on buttons, snaps, hooks, and eyes<br>- making buttonholes<br>- making thread loops, belt carriers<br>- fitted and bias facings<br>Compare characteristics of various woven and non-woven interfacings.<br>Collect and study samples of dress fabrics having a right and a wrong side, or one-way design.<br>Illustrate:<br>- cutting out sleeves to avoid having both sleeves for one arm<br>- pattern lay-out for up-and-down design or napped fabric |

## ADULT CLOTHING

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| Experiences in sewing can promote wise buying of ready-to-wear.<br>Each step of the construction process is important to the finished garment.<br>Well-fitted, attractive garments result from high standards of workmanship. | Supplementary Text:<br>Bishop Method of Clothing Construction<br>Bishop & Arch. J.B. Lippincott Co.<br>Other Materials:<br>McCall's Sewing Book<br>McCall's Pattern Company<br>Films:<br>Fashion Sewing the Bishop Way (FS)<br>J.C. Penney Company<br>Part I - Basic Learning<br>Part II - How To Make A Simple Skirt and Blouse<br>Part III - Cutting to Fit and Fitting |

# ADULT CLOTHING

| OBJECTIVES | LEARNING EXPERIENCES |
|---|---|
| Developing standards of good grooming | Arrange for professional demonstrations on:<br>- hair care and styling<br>- manicure and pedicure<br>- make-up<br>Have the school nurse demonstrate correct posture and discuss corrective techniques for improving posture defects.<br>Compare effectiveness of deodorants and anti-perspirants.<br>Compare effectiveness of shaving and using depilatories.<br>Develop a daily and weekly schedule for good grooming care.<br>Discuss simple clothing care that promotes good grooming.<br>Discuss various ways to accessorize the garments made in class.<br>Contact Sears, Roebuck and Company's foundation department for a display. |

ADULT CLOTHING

| GENERALIZATIONS | TEACHING MATERIALS |
|---|---|
| It is possible to be well-groomed at all times. | Other Materials:<br>The Clothes We Wear. **NEA**<br>Teaching Outline, **The Corset and Brassiere Council** |
| Accessories add individuality and variety to the costume. | |

# SOURCES

## TEXTS

Bennett, Inc., Charles A., 237 North Monroe Street, Peoria, Illinois
Better Homes and Gardens, 1716 Locust Street, Des Moines, Iowa 50303
Ginn and Company, 205 West Wacker Drive, Chicago, Illinois 60605
Heath and Company, D. C., 1815 Prairie Avenue, Chicago, Illinois 60616
Houghton Mifflin Company, 1900 S. Batavia Avenue, Geneva, Illinois 60134
Lippincott Co., J.B., 333 West Lake Street, Chicago, Illinois 60606
Macmillan Company, 434 West Lake Street, Chicago, Illinois 60605
McGraw-Hill Book Company, Inc. 330 West 42nd Street, New York, New York 10036
McKay Company, David, 750 Third Avenue, New York, New York
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632
Wiley and Sons, Inc., John, 605 Third Avenue, New York, New York
Milady Publishing Corporation, 3839 White Plains Road, Bronx, New York 10467

## FILMS

Association Films, Inc., 561 Hillgrove Avenue, LaGrange, Illinois OR
347 Madison Avenue, New York, New York 10017
Burlington Industries, Inc., Greensboro, North Carolina
Coronet Instructional Films, 65 E.So.Water Street, Chicago, Illinois 60601
Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois
Hanes Knitting Mills, Greensboro, North Carolina
Hartley Productions, 339 E. 48th Street, New York, New York 10017
Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601
J.C. Penney Company, 35th and Grant Street- at the Village, Gary, Indiana
McGraw-Hill Book Company, Inc., Text-Film Dept., 330 West 42nd St., New York, N.Y. 10036
National Cotton Council, P.O. Box 12285 Memphis, Tennessee 38112
Pendleton Woolen Mills, 218 Southwest Jefferson Street, Portland 1, Oregon

## Other Materials

American Fabrics, 24 E. 38th Street, New York, New York 10016
American Home Economics Association, 1600 20th Street, N.W., Washington 9, D. C.
American Institute of Laundering, Joliet, Illinois
American Institute of Men's and Boy's Wear, 430 N. Michigan Ave., Chicago, Illinois
American Medical Association, 535 N. Dearborn Street, Chicago, Illinois 60606
American Viscose Corporation, 426 W. Randolph Street, Chicago 6, Illinois
Bobby Brooks, Inc., Cleveland, Ohio
Burlington Industries, Inc., Greensboro, North Carolina
Celenese Fibers Marketing Co., 522 Fifth Avenue, New York, New York 10036
Cluett, Peabody and Co., Inc., 530 Fifth Avenue., New York, N.Y. 10036
Cornell Extension Publications, Stone Hall, Cornell University, Ithaca, N.Y. 14850
Corset and Brassiere Council, 180 Madison Avenue, New York, New York 10016
Dan River Mills, Inc., 111 W. 40th Street, New York, N.Y. 10018
Department of Home Economics, National Education Association, Washington, D. C.
Dritz and Sons, Inc., 1115 Broadway, New York, N.Y. 10010
Dow Chemical Co., Midland, Michigan
DuPont de Nemours and Co., Inc., E. I., Textile Fibers Dept., 3156 Center Road
Building, Wilmington, Delaware 19898
Hoye Textile Publishing Co., 66 Leonard Street, New York, New York 10013
Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601

(continued)

## SOURCES, continued

Penney Co., J. C., 35th and Grant, Village Shopping Center, Gary, Indiana
Johnson's Wax, Consumer Education Director, Racine, Wisconsin
Kansas State University, Cooperative Extension Publications, Manhattan, Kansas
Maytag Company, Newton, Iowa, 50208
McCall's Patterns, Educational Service, 230 Park Avenue, New York, New York 10017
Michigan State University, Cooperative Extension Publications, East Lansing, Michigan
National Cotton Council, P.O. Box 12285, Memphis, Tennessee
National Dairy Council, 111 North Canal Street, Chicago, Illinois 60606
National Thrift Committee, 121 W. Wacker Drive, Chicago, Illinois
Natone Company, 1207 W. Sixth Street, Los Angeles, California 90017
Oklahoma S. & M. College, Extension Service, Stillwater, Oklahoma
Oregon State University, Cooperative Extension Service Corvallis, Oregon
Patti Penn, Education Director, Penn Products Company, 963 Newark Avenue, Elizabeth, New Jersey 07207
Pellon Corporation, 350 5th Avenue, New York, New York 10001
Purdue University, Cooperative Extension Service, Lafayette, Indiana
Sears, Roebuck and Co., 813 Broadway, Gary, Indiana 46402
Simplicity Pattern Company, Inc., 200 Madison Avenue, New York, New York 10016
Singer Sewing Machine Company, Editorial Department, 30 Rockefeller Plaza, New York New York 10020
Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402
Toni Company, 456 Merchandise Mart, Chicago, Illinois 60654
University of Illinois, Cooperative Extension Service, 20 N. Wacker Drive, Suite 1823, Chicago, Illinois 60606
U.S. Dept. of Agriculture, Cooperative Extension Service, Purdue University, Lafayette, Indiana 47907
Vogue Pattern Service, 420 Lexington Avenue, New York, New York 10018

Name ______________________________ Class Hour ____________ Date ____________________

## CLOTHING I TEST

DIRECTIONS: If the following item is true, place a + in the blank. If it is false, place a O in the blank.

___ 1. The most important element of good grooming is good looks.

___ 2. For cleanliness, a bath or shower is necessary at least once a week.

___ 3. The body gives off about a quart of perspiration each day.

___ 4. Taking a bath or shower every day eliminates the need for a deodorant.

___ 5. A girl's hair style should be suited to her personality and facial features.

___ 6. Everyone perspires.

___ 7. Deodorants are designed to stop perspiration.

___ 8. A good way to select a fragrance is to notice one you like on a friend and get the same one.

___ 9. Curlers come in pretty colors, so it's all right to wear them in public.

___10. If nail enamel becomes chipped, remove it even if you do not have time to replace it.

___11. Being well-groomed improves one's self-confidence.

___12. It is expensive to keep clothes neat and clean.

___13. To wind the bobbin, loosen the stop-motion screw.

___14. The feed dog holds the fabric in place while stitching.

___15. The take-up lever should be at its highest point when beginning and ending a seam.

___16. To turn a corner when stitching, raise the needle and leave the presser foot down.

___17. The smallest number on the stitch regulator makes the smallest stitch.

___18. When stitching, the largest part of the fabric should be to the left of the needle.

___19. The hand wheel turns toward the operator when stitching forward and when back-stitching.

___20. The opening for the machine needle is found in the slide plate.

___21. The needle-thread tension tightens and loosens the machine stitch.

___22. To back-stitch on the machine, raise the take-up lever to its highest point.

___23. To begin stitching, lower the presser foot before lowering the needle.

___24. The seam guide lines are found on the throat plate.

___25. The stop-motion screw should be tightened when threading the upper part of the machine.

DIRECTIONS: Select the word (or words) which best completes the statement. Place the letter in the space to the left of the number.

___ 26. Which two elements of design are a part of every costume?
A. shape and texture
B. color and value
C. line and color
D. line and shape

___ 27. The value of a color is its
A. name
B. lightness or darkness
C. brightness or dullness
D. warmth or coolness

___ 28. Which lines appear to add the most width?
A. diagonal
B. vertical
C. horizontal
D. curved

___ 29. Which is the best combination of textures?
A. wool skirt and taffeta blouse
B. corduroy skirt and silk blouse
C. velvet skirt and cotton blouse
D. wool skirt and cotton blouse

___ 30. In which skirt fabric will a tall, slender girl look her best?
A. large plaid of bulky wool
B. baby check of light weight wool
C. vertically striped corduroy
D. small printed wool knit

___ 31. Which ensemble best follows the principle of design?
A. red and black plaid skirt and a red sweater with white trim
B. orange and brown striped flared skirt and a beige ruffled blouse
C. black and white check skirt and a pink check blouse
D. green tweed jumper with white blouse

___ 32. Which type of skirt would be most becoming to a tall, heavy girl?
A. pleated
B. straight
C. slightly flared
D. full gathered

___ 33. The best color choice for a dress for a heavy person is
A. aqua
B. navy
C. red
D. yellow

___ 34. Pleasing agreement between all parts of a design is termed
A. monotony
B. harmony
C. repetition
D. balance

___ 35. Which is the warmest color?
A. blue
B. green
C. orange
D. pink

___ 36. Dark colors affect the wearer by
A. increasing apparent width
B. adding apparent height
C. decreasing apparent size
D. increasing apparent size

___ 37. Which word means the same as color?
A. shade
B. intensity
C. value
D. hue

___ 38. Which principle of design is based upon the relationship of size, one part to another?
A. balance
B. proportion
C. repetition
D. harmony

___ 39. Which of the following body measurements is most important in selecting the pattern size for a flared skirt?
A. bust
B. waist
C. hips
D. back waist length

___ 40. To choose the correct pattern size for a person, it is important to know her
A. ready-to-wear size
B. personality
C. age
D. body measurements

___ 41. In choosing fabric for hard and long wear, one should
A. count the threads per inch
B. try stretching the cloth to its maximum
C. rub the surfaces together
D. look for a close weave

___ 42. The hip measurement is most important in determining the pattern size of a skirt which is
A. gathered
B. pleated
C. straight
D. flared

___ 43. For a good figure to look best, clothing should be
A. fashionable
B. brightly colored
C. elaborately decorated
D. well-fitted

___ 44. The general becomingness of a dress may be influenced by the
A. neckline
B. sleeve length
C. shape of the skirt
D. all of the above

___ 45. Alterations of more than one inch should be made before the
A. pattern is cut out
B. garment is pinned together
C. garment is basted for fitting
D. garment is sewn for fitting

___ 46. Needles called sharps are best to use for
A. embroidering
B. sewing on large buttons
C. general sewing
D. machine hemming

___ 47. A tape measure should have metal tips on the ends and should be
A. easy to read
B. plastic coated
C. numbered from opposite ends on reverse side
D. all of the above

___ 48. A metal thimble is better to use than a plastic thimble because it
A. is more comfortable
B. comes in more sizes
C. has sharply cut depressions
D. can be used on either hand

___ 49. Scissors and shears are different, scissors have
A. blades of more than 6 inches in length
B. handles with one small hole and one large hole
C. a bent handle
D. blades less than 6 inches in length

___50. Which needle is the best for hand sewing on light weight fabrics?
A. No. 1
B. No. 2
C. No. 6
D. No. 9

___51. The cutting tool which has one large and one smaller finger hole and is 6 to 8 inches long is called a
A. dressmaker shears
B. embroidery shears
C. pinking shears
D. sewing scissors

___ 52. Pin the pattern on the fabric by placing the pins
A. on the seamline
B. on the cutting line
C. inside the seamline
D. with the grain

___ 53. Darts are sewn
A. from the point of the widest end
B. with the straight of the grain
C. from the widest end to the point
D. on an angle against the grain

___ 54. Notches should be
A. cut into the seam allowance
B. marked with chalk on the seam allowance
C. extended beyond the seam allowance
D. marked with tracing paper on the seam allowance

___ 55. The pattern piece with the double-headed arrow should be placed
A. on the true bias
B. at a slight angle to the fold
C. parallel to the lengthwise threads
D. parallel to the crosswise threads

___56. To turn a corner when stitching on the machine, the fabric is turned after
A. both the needle and the presser foot are lowered
B. both the needle and the presser foot are raised
C. the needle is raised and the presser foot is lowered
D. the needle is lowered and the presser foot is raised

___ 57. To keep curved seams flat, they must be
A. pressed on the edge
B. trimmed to one-eighth inch and pressed
C. clipped and pressed
D. under-stitched and pressed

___ 58. Stitching on one thickness of fabric on a curved edge to keep it from stretching is called
A. under-stitching
B. directional stitching
C. edge-stitching
D. stay-stitching

___ 59. Pressing should be done after
A. the garment is completed
B. each unit is completed
C. each seam is stitched
D. each step listed above

___ 60. Seams which should be clipped before pressing are
A. bias seams
B. curved seams
C. pinked seams
D. plain seams

___ 61. In hand sewing, a double thread should be used in
A. basting
B. hemming
C. sewing on buttons
D. all of the above

___ 62. Long temporary stitching by hand or machine is called
A. slip-stitching
B. backstitching
C. hem-stitching
D. baste-stitching

___ 63. Constructing one section of a garment before going on to another section is called
A. garment construction
B. sectional construction
C. piece construction
D. unit construction

___ 64. The pressing of a dart is done
A. before fitting a garment
B. before it is crossed with a seam
C. after each unit is completed
D. before hemming the garment

___ 65. The purpose of stay-stitching is to
A. keep seams from raveling
B. keep seams from stretching
C. serve as a guide for stitching
D. keep seams from ripping out

___ 66. Interfacing is used in the garment
A. to finish edges, such as necklines
B. to give support to areas receiving hard wear
C. to line the garment
D. to provide stretch in areas such as the waist band

___ 67. In pressing a fabric blend, choose a dial setting which is
A. half-way between the settings for the individual fibers
B. correct for the more heat tolerant fiber
C. used for steam ironing
D. correct for the more sensitive fiber

___ 68. Stay-stitches are used on all
A. selvage edges
B. straight edges
C. crosswise edges
D. curved and bias edges

___ 69. From the seamline, stay-stitches are placed
A. 1/8 inch
B. 1/4 inch
C. 5/8 inch
D. 1/2 inch

___ 70. A method used to fasten the ends of a line of machine stitches
A. stay-stitching
B. backstitching
C. slip-stitching
D. edge-stitching

___ 71. Extra fabric is usually required when making a garment from
A. plain fabric
B. plaid fabric
C. an all-over print
D. small checked fabric

DIRECTIONS: Place the largest measurement in the space in front of the number.

___ 72. 3/8 inch or 1/4 inch

___ 73. 1/2 inch or 3/4 inch

___ 74. 5/8 inch or 3/4 inch

___ 75. 1/4 inch or 1/2 inch

___ 76. 1/8 inch or 1/4 inch

___ 77. 1/4 yard or 1/2 yard

___ 78. 1/8 yard or 1/4 yard

___ 79. 7/8 yard or 3/4 yard

___ 80. 3/8 yard or 3/4 yard

___ 81. 2/3 yard or 3/8 yard

DIRECTIONS: Find the word (or words) in Column B which best completes the statement in Column A. Place the letter in the space at the left of the number.

Column A

___ 82. A fold made in the same direction as the selvage

___ 83. To secure the ends of a line of machine stitching

___ 84. A shaped skirt section that is wider at the hem

___ 85. To cut into the seam allowance

___ 86. A finish that does not show on the right side

___ 87. Cutting to make the seam narrower

___ 88. Stitching two pieces of fabric a desired width with right sides together

___ 89. A short seam stitched to a point at one or both ends

___ 90. Woven fabric is given color by dipping in large vats

___ 91. An easy care man-made fiber

___ 92. A common size of thread used for most home sewing

___ 93. Needle size most usable for hand sewing

___ 94. The tightness of thread in machine sewing

Column B

A. clip
B. crosswise fold
C. back-stitch
D. dart
E. gore
F. grain
G. lengthwise fold
H. fifty
I. plain seam
J. Dacron
K. trim
L. felting
M. eight
O. piece dye
P. sizing
Q. twelve
R. tension

DIRECTIONS: Identify the parts of the fabric which shown in the drawing at the right by writing the correct letter in the blank to the left of the number.

___ 95. lengthwise thread

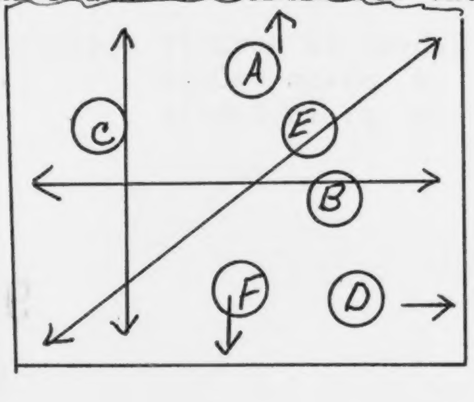
___ 96. crosswise thread

___ 97. true bias

___ 98. selvages

___ 99. raw edge

___100. cut edge



## CLOTHING I KEY

1. 0
2. 0
3. +
4. 0
5. +
6. +
7. 0
8. 0
9. 0
10. +
11. +
12. 0
13. +
14. 0
15. +
16. 0
17. 0
18. +
19. +
20. 0
21. +
22. 0
23. 0
24. +
25. +
26. D
27. B
28. C
29. D
30. A
31. A
32. C
33. B
34. B
35. C
36. C
37. D
38. B
39. B
40. D
41. D
42. C
43. D
44. D
45. A
46. C
47. D
48. C
49. D
50. D
51. A
52. C
53. C
54. C
55. C
56. D
57. C
58. D
59. D
60. B
61. C
62. D
63. D
64. B
65. B
66. B
67. D
68. D
69  A
70. B
71. B
72 3/8
73. 3/4
74. 3/4
75. 1/2
76. 1/4
77. 1/2
78. 1/4
79. 7/8
80. 3/4
81. 2/3
82. H
83. C
84. F
85. A
86. K
87. L
88. K
89. D
90. O
91. M
92. I
93. N
94. R
95. C
96. B
97. E
98. D
99. A
100. F

Name ______________________________ Class Hour __________ Date ______________

## CLOTHING II TEST

DIRECTIONS: If the following item is true, place a ✓ in the blank. If it is false, place a **O** in the blank.

1. ___ To avoid cutting both sleeves for the same arm, place either the right or wrong sides of the material together.

2. ___ The large pieces of the pattern should be placed on the material before placing the smaller pieces.

3. ___ When placing a pattern on the fold, the most economical plan is to fold the material down the center with the selvages together.

4. ___ When cutting a garment, use short strokes with the shears.

5. ___ Keep the shears to the right of the pattern when cutting.

6. ___ Markings are placed on the right side of the fabric.

7. ___ One side of the garment is marked at a time.

8. ___ To determine stitching direction, run your finger along the cut edge.

9. ___ When pinked seams are to be used, the recommended practice is to cut out the garment with pinking shears.

10. ___ Lock-stitch at beginning and end of permanently stitched darts.

11. ___ When joining shoulder seam, stitch from armseye to neckline.

12. ___ Small facings and collars need not be placed on the straight grain of the fabric.

13. ___ The usual way to shorten a shirt pattern is to cut it off at the waist edge.

14. ___ As many alterations as possible should be taken care of before cutting out a pattern.

15. ___ The underarm seam of a dress should hang straight from the center of the arm pit, perpendicular to the floor.

16. ___ To get the best results in pressing rayon, use a hot iron.

17. ___ To baste-stitch by machine, push the stitch regulator to bottom of indicator.

18. ___ When sewing darts, start at the point and sew to the wide part of the dart.

19. ___ Press in the opposite direction of stitching.

20. ___ The folded edge of dart is pressed toward the center of the garment.

21. ___ Stitch skirt seams from top to bottom.

22. ___ Skirt seams are trimmed to 1/2 inch.

23. ___ Stay-stitch the skirt pieces after seams are closed.

24. ___ If unsure of the fit, permanently stitch side seams and try on skirt.

25. ___ The placket is placed on the right side of the skirt.

26. ___ Pressing seams before crossing them with a row of machine stitching is a recommended procedure.

27. ___ Darts should usually be slit open and pressed flat.

28. ___ A bias strip of material makes a more satisfactory binding for a curved edge than does a strip cut on the crosswise of the material.

29. ___ Place pins perpendicular to the edge of the material in preparing to stitch seams.

30. ___ Rayon seam binding is used on wool hems.

31. ___ Skirt hems may be satisfactorily put in by the machine.

The following statements refer to the preparation of washable fabric for cutting:

32. ___ Tear, if possible, or pull a thread so fabric may be cut on crosswise thread.

33. ___ Fold fabric with wrong sides together.

34. ___ Fold several times and soak in tepid water.

35. ___ Press while wet.

36. ___ Smooth occasionally while drying to insure grain perfection.

37. ___ Clip selvages if they shrink.

38. ___ Twist to remove excess water.

39. ___ Lengthwise and crosswise threads should be at right angles.

40. ___ A preshrunk fabric which is off grain does not need to be dipped in water.

**DIRECTIONS:** Identify the fabrics on the left with the correct weave on the right. The weaves may be used more than once.

**FABRIC**

41. ___ Turkish towels
42. ___ Printed percale
43. ___ Velvet
44. ___ Sateen
45. ___ Gabardine
46. ___ Broadcloth
47. ___ Denim
48. ___ Muslin
49. ___ Corduroy
50. ___ Flannel

**WEAVE**

A. Plain weave
B. Twill weave
C. Satin weave
D. Cut pile weave
E. Uncut pile weave

**DIRECTIONS**: Use the chart below to answer items 51 and 52:

| View 1 | Sizes | 10 | 12 | 14 | 16 |
|---|---|---|---|---|---|
| 35" or 36" without nap | | 2 1/2 | 2 1/2 | 2 1/4 | 2 3/8 Yds. |
| 35" or 36" with nap | | 2 3/4 | 2 3/8 | 2 1/2 | 2 5/8 Yds. |
| 44" or 45" without nap | | 1 5/8 | 1 5/8 | 1 3/4 | 2 .Yds. |

| View 2 | Sizes | 10 | 12 | 14 | 16 |
|---|---|---|---|---|---|
| 35" or 36" without nap | | 2 | 2 | 2 1/4 | 2 3/8 Yds. |
| 44" or 45" without nap | | 1 5/8 | 1 3/4 | 1 3/4 | 1 3/4 Yds. |
| 54" without nap | | 1 1/4 | 1 1/4 | 1 1/4 | 1 3/8 Yds. |

51. ___ How much fabric is needed for View 2, size 12, with 45" fabric?
    A. 2 1/4 yards
    B. 2 yards
    C. 1 3/4 yards
    D. 1 5/8 yards

52. ___ To make View 1 in size 14 with 36" corduroy, how much fabric is needed?
    A. 1 3/4 yards
    B. 2 1/4 yards
    C. 2 3/8 yards
    D. 2 1/2 yards.

**DIRECTIONS**: If the following practice helps in planning or buying a basic wardrobe within a limited budget, place a + in the blank. If it does not help, place a 0 in the blank.

53. ___ Asking the clerk few questions.

54. ___ Buying garments with elaborate trimming.

55. ___ Planning the wardrobe before buying garments.

56. ___ Planning the wardrobe around a basic color scheme.

57. ___ Buying articles which all the girls are wearing.

58. ___ Wearing or taking along the garments with which new garments must harmonize.

59. ___ Shopping first for the article which is to be worn for the greatest length of time.

**DIRECTIONS**: If the following item tends to increase the cost of a ready-made dress, place a + in the blank. If it has no effect or decreases the cost, place a **0** in the blank.

60. ___ Dress is sold by a chain store.

61. ___ Store offers no extra services such as alterations.

62. ___ Dress was originated by a well-known designer.

63. ___ Store has many dresses of the same model.

64. ___ Customer had the dress sent out on order.

65. ___ Store allows the customers to return a purchase within a reasonable time.

DIRECTIONS: For the following items select the one best answer and write that letter in the blank to the left of the sentence.

66. ___ Which of the following is not true with regard to a regular, basic pattern?
A. Neckline deeper in front than in back.
B. Bustline wider across front than across back.
C. Armhole deeper on the back than on the front.
D. Hipline wider across back than across front.

67. ___ In taking the hip measurement for patterns, the tape measure should be placed
A. around the fullest part of the hip.
B. 5 or 6 inches below the waist.
C. as tightly as possible.
D. with 2 or 3 inches of ease.

68. ___ A junior pattern is designed for the girl
A. who is a junior in school.
B. who is 11-16 years of age.
C. with a fully developed figure with a high bust and short waist.
D. who is about 5' 5" tall with an average figure for her age.

69. ___ In choosing the correct pattern size for a person, it is most important to know her
A. personality.
B. ready-made dress size.
C. age.
D. body measurements.

70. ___ Such things as zippers, buttons, and trims required for a pattern are listed on
A. the back of the pattern envelope.
B. the front of the pattern envelope.
C. the instruction sheet.
D. the pattern pieces.

71. ___ Notches to indicate where seams are to be joined should be
A. cut outward.
B. cut inward.
C. marked with colored pencil.
D. marked with tailors' chalk.

72. ___ When cutting out a garment, use
A. pinking shears
B. scissors
C. shears

73. ___ The Textile Fiber Products Identification Act requires that labels list
A. the method for care of fiber.
B. the amount of shrinkage.
C. fiber content by generic name.
D. percautions for using fiber.

74. ___ The difference between worsteds and woolens is a result of differences in
A. type of yarn and finish.
B. thread count.
C. type of weaves used.
D. the blends of fibers.

75. ___ Nylon tricot is an example of a fabric which is made by
A. weaving
B. knitting
C. felting
D. laminating

76. ___ Which of the following is considered an animal fiber.
A. dacron
B. wool
C. linen
D. cotton

77. ___ A fabric consisting of two layers held together with an adhesive is called a
A. double knit fabric
B. laminated fabric
C. bonded fabric
D. reversible fabric

78. ___ Of the following, the one least suitable for interfacing in a garment is
A. plain percale
B. the material itself
C. medium weight pellon
D. permanent finish organdy

79. ___ Wool which is rewoven from fibers which have been woven but not used before is called
A. reprocessed wool
B. virgin wool
C. re-used wool
D. irregular wool

80. ___ Besides shrinking the fabric, dampening the fabric before using it has the advantage of
A. getting rid of temporary finish
B. making fabric easier to sew
C. aiding in straightening the grain
D. testing washability of cloth

81. ___ The process of making two pieces of a garment fit together even though they are slightly different lengths (such as set-in sleeve) is called
A. clean finishing
B. overlapping
C. fitting
D. easing

82. ___ The process described above is needed when
A. pieces have been cut out carelessly
B. seams vary in width
C. fullness is allowed in the pattern for good fit
D. it produces a neater seam than other methods

83. ___ A waistband or belt is usually made of fabric cut on the lengthwise grain because
A. it will have a selvage edge.
B. the crosswise grain may shrink.
C. the lengthwise grain is stronger.
D. the design will blend.

84. ___ Constructing one section of a garment before going on to another is called
- A. garment construction
- B. sectional construction
- C. unit construction
- D. tailoring

85. ___ The standard hem width for straight skirts and dresses is
- A. 1½ inches
- B. 2½ inches
- C. 1 inch
- D. 3 inches

86. ___ If the following items were arranged in order for putting in a hem, which would be the fourth step?
- A. Machine stitch 1/8 inch from the fold
- B. Mark with hem marker
- C. Slipstitch by hand
- D. Trim off to desired hem width and turn edge under 1/8 inch
- E. Place pins perpendicular to folded hem edge to hold in position for stitching

87. ___ After laundering, it is often necessary to block back to the original shape, garments made by
- A. weaving
- B. knitting
- C. felting
- D. bonding

88. ___ Before laundering, clothing should be separated according to
- A. fiber
- B. soil
- C. color
- D. all of the above

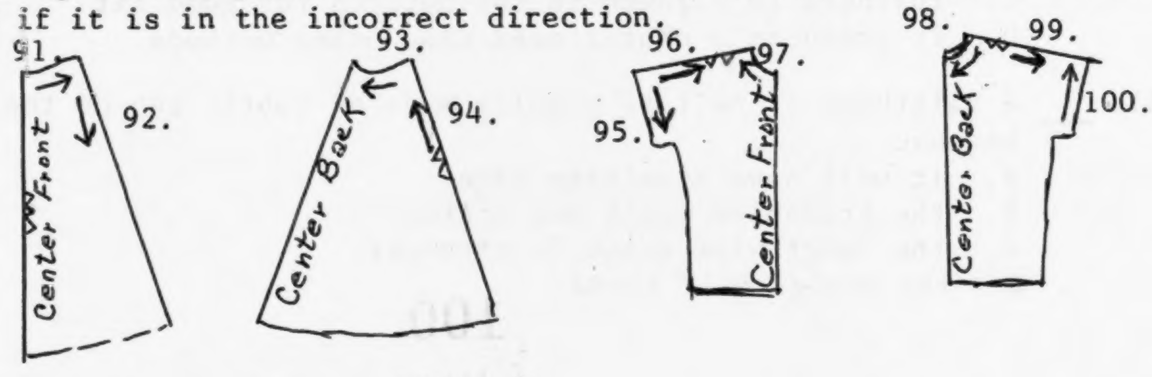
89. ___ To remove paint spots on white cotton fabric, the best method to use is to
- A. wash thoroughly in hot soapy water
- B. let stain dry and then remove with cold water
- C. sponge stain with turpentine from back of cloth
- D. apply a mixture of lemon juice and salt

90. ___ Select the most logical order for the following steps to be arranged from the lists below.

| | STEPS |
|---|---|
| A. b,d,a,c,e. | a. buy pattern |
| B. b,d,c,a,e. | b. check needs of wardrobe |
| C. c,b,d,a,e. | c. buy fabric |
| D. a,c,b,d,e. | d. take body measurements |
| | e. select layout diagram |

DIRECTIONS: Illustrated below are pattern pieces on which the arrows indicate direction of stay-stitching. In the blanks below, after each corresponding number, place a + if the arrow is in the correct direction and a 0 if it is in the incorrect direction.

91. ___
92. ___
93. ___
94. ___
95. ___
96. ___
97. ___
98. ___
99. ___
100. ___



## CLOTHING II KEY

1. +
2. 0
3. +
4. +
5. 0
6. 0
7. +
8. 0
9. 0
10. +
11. 0
12. +
13. +
14. +
15. +
16. 0
17. +
18. +
19. 0
20. 0
21. +
22. 0
23. 0
24. +
25. +
26. 0
27. 0
28. +
29. 0
30. +
31. 0
32. +
33. 0
34. +
35. 0
36. +
37. 0
38. +
39. 0
40. 0
41. E
42. A
43. D
44. C
45. B
46. A
47. B
48. A
49. D
50. A
51. C
52. B
53. +
54. 0
55. +
56. +
57. 0
58. +
59. 0
60. 0
61. 0
62. +
63. 0
64. +
65. +
66. C
67. A
68. C
69. D
70. A
71. A
72. C
73. C
74. A
75. B
76. B
77. C
78. C
79. A
80. A
81. D
82. C
83. C
84. C
85. B
86. A
87. B
88. D
89. C
90. A
91. +
92. 0
93. +
94. +
95. +
96. 0
97. +
98. +
99. +
100. 0

Name ______________________ Class Hour __________ Date ____________

## CLOTHING III TEST

TRUE - FALSE Directions: This part consists of true and false statements. If the statement is correct place a + in the blank at the left; if the statement is incorrect place an 0 in the blank at the left. (The first statement is done correctly to show you how to proceed.)

+ Baste-stitch waistband to skirt before trying it on for fit.

___ 1. Mark termination points of darts with tracing wheel.

___ 2. Use pinking shears to cut out a garment.

___ 3. A placket is placed on the left side of a skirt.

___ 4. The back shoulder should be eased to the front shoulder.

___ 5. The width of the interfacing is the same as the neck facing.

___ 6. Mark one side of a garment at a time when using tracing paper.

___ 7. Seam binding is used on hems of corduroy skirts.

___ 8. Bodice bust darts are pressed upwards.

___ 9. Skirt darts are pressed toward the side seams.

___10. Skirt patterns are easier to alter than blouse patterns.

___11. Interfacing for a skirt band is cut on the bias.

___12. Black, white, and gray are neutral colors.

___13, Garments made of intense warm colors make one appear larger.

___14. Colors that repeat the skin tone emphasize one's coloring.

___15. A short, stout girl should avoid heavy, rough textures.

___16. Shiny textures make one appear smaller.

___17. Always match checks if they are ¼ inch or over.

___18. Orlon is used in sweaters because it adds bulk without weight.

___19. Dacron sweaters do not soil readily.

___20. Decorative design refers to the basic cut of a garment.

___21. A monochromatic color scheme is a one-hue color scheme.

___22. Fashions never repeat themselves.

___23. Brocade dresses are suitable for school wear.

___24. Clothing should be laundered or dry cleaned before remodeling.

___25. Cotton is preferred for baby's clothing.

___26. One thick fabric is better than several lightweight fabrics for dress for baby.

___27. Babies should never be allowed to wear knit or flannelette nighties except at night.

___28. The skirt should be eased at least one inch on the waistband.

___29. Straps on shoes make the feet appear smaller.

___30. A two and one-half inch hem is preferred for a sheath dress.

___31. The primary purpose of stay-stitching is to prevent fraying.

___32. A casing is a hem through which elastic, ribbon, or a drawstring may be drawn.

___33. The stitch regulator controls the tightness or looseness of threads in the machine stitching.

___34. Bonding is the process by which the underlining is sealed to the fabric.

___35. Edgings and ruffles look best on figured fabrics.

___36. Linen is a natural fiber.

___37. Fads always reflect styles of good taste.

___38. We usually begin stitching from the pointed end of a dart.

___39. The folded edge of a dart should be pressed toward the side seam.

___40. The grain arrows of the pattern pieces should follow the crosswise threads.

___41. Fabric is off grain if the lengthwise and crosswise threads are at right angles.

___42. The dress type of zipper is open at the top end.

___43. The centered type of zipper application can be used in either the side or center back seam.

___44. The color cannot chip from a nylon zipper.

___45. It is easier to alter the side seams of a skirt if the skirt has a side placket.

___46. Wearing a jacket that ends at the hipline will make the hips appear to be larger.

___47. Vertical lines suggest dignity and give an illusion of height.

___48. Black and other dark colors add color to pale skins.

___49. Girls with heavy legs should not wear short skirts.

___50. Every outfit should have two points of interest.

MATCHING Directions: Below are sets of items to be matched. You are to write in the space before each left-hand item the letter of the best description (definition or identification) found in the right-hand column. None of the descriptions on the right may be used more than once. (The first one is done correctly to show you how to proceed.)

V A size fourteen needle is the most commonly used in machine sewing.

___51. Number 60 thread is __________ than number 50 thread.

___52. The length of the machine stitches is determined by the set of the ____________.

___53. ___________shears make a sawtooth edge on seams that would otherwise ravel easily.

___54. You can transfer markings (such as darts) to the cloth by the use of tracing paper and _________________.

___55. The _____________holds the cloth in place for machine sewing.

___56. A _____________needle snags and pulls the cloth.

___57. A ____________ carries the lower thread in the sewing machine.

___58. Number 5 needles are _________than number 8 needles.

___59. Junior Miss patterns are sold in _______numbered sizes.

___60. Set the stitch regulator to make 6-8 stitches per inch when ______________.

___61. Before marking the hem of a bias-cut skirt, allow it to hang overnight to permit normal _______________.

___62. When purchased, wool material is folded with the ________ sides together.

___63. The usual allowance for seams is ___________.

___64. Stay-stitching is a row of stitching _________inside the seam allowance.

___65. Printed material is usually folded with the _________sides together when purchased.

___66. To prevent material from stretching, we ______curved edges.

___67. A _________cut is at 45° angle to the selvage edge and has the most stretch.

___68. The most common seam is the ___________seam.

___69. Cutting seams at different widths to avoid bulk is called _________.

___70. Because childrens' garments receive hard wear, they need ___________________.

A. Presser foot
B. Wrong
C. Stitch regulator
D. Right
E. 5/8 inch
F. Pinking
G. Stretching
H. Bobbin
I. Finer
J. Machine basting
K. Tracing wheel
L. Coarser
M. Blunt
N. Odd
O. 1/8 inch
P. Stay-stitch
Q. Grading
R. Bias
S. Flat fell seams
T. Plain seam
U. Lengthwise grain
V. Fourteen

MULTIPLE CHOICE Directions: This part of the test consists of statements with several completions to each statement. For each statement you are to decide which is the correct completion, then write the letter corresponding to this completion in the space at the left of the statement. (The first statement is done correctly to show you how to procede.)

a In cutting out a garment, one should
a. estimate the placing of all pattern pieces first.
b. securely pin all the pieces of pattern.
c. place and cut part of the pieces.
d. place and cut one piece at a time.

___ 71. A well dressed person wears clothes that
a. follow the latest styles.
b. are similar to what others are wearing.
c. are simple in design and color.
d. become her, are in good taste and are in good order.

___ 72. In order to look her best, a short, heavy girl should avoid wearing
a. vertical lines.
b. small prints or plaids.
c. costumes of more than one color.
d. horizontal lines, such as a low waistline or contrasting trim around the hem.

___ 73. Plaid suits should not be worn
a. by tall girls.
b. by small girls.
c. with a printed blouse.
d. without a plain blouse or sweater.

___ 74. Cotton is a good choice for children's clothes because
a. it is washable and dries colorfast.
b. it has good draping qualities.
c. it is light weight.
d. it resists soil.

___ 75. We use mercerized thread when sewing colored fabric because
a. it absorbs the dye and matches better.
b. it is stronger than other threads.
c. it has a shiny appearance.
d. it is easier to remove if we have to rip.

___ 76. When buying ready-made garments, one should always read the labels carefully because
a. it tells you the characteristics of the yarns used in the fabric.
b. it gives the name of the manufacturer.
c. it gives directions for the care of the fabric.
d. it tells you what fibers are used in the garment.

___ 77. Planning a suitable wardrobe involves the following
a. a knowledge of what your friends are buying.
b. an unlimited amount of money.
c. a plan that involves your idea of ideal requirements.
d. an inventory of what you have and what you need.

___ 78. Stay-stitching is a line of machine sewing
a. near the cut edge of the fabric.
b. close to the seamline, within the seam allowance.
c. one-half inch from the seamline.
d. on the seamline.

___ 79. An appropriate outfit for school is
a. a red wool skirt and a white taffeta blouse.
b. green culottes and green bulky sweater.
c. grey jumper and red printed blouse.
d. a black taffeta skirt and a black chiffon blouse.

___ 80. Accessories for school should include the following
a. a few pieces with precious stones.
b. large pieces to add color.
c. only belts, scarves and color accents.
d. costume jewelry carefully chosen to add a touch of color and direction.

___ 81. Before remodeling a garment you should consider the following
a. the amount of time required to remodel.
b. how much the garment cost when new.
c. is there sufficient strength in the fabric and enough fabric for the new garment?
d. is it the right color?

___ 82. The finish on a plain seam is determined by
a. the weight of the material.
b. the use of the garment.
c. the type of fabric used and the location of the seam.
d. the width of the seam allowance.

___ 83. A girl with a long narrow face and a rather long thin neck will look best in
a. a blouse or dress with a roll collar.
b. a sweater with a V neckline.
c. a garment with a square neckline.
d. a garment with a low round neckline with a flat collar.

___ 84. Nylon is a good choice for lingerie because it has the following characteristics
a. a high ironing temperature resistance.
b. does not yellow or gray.
c. easy washing and quick drying .
d. is light weight.

___ 85. Select the line direction in a garment to create the feeling of repose and serenity.
a. vertical
b. curved
c. horizontal
d. jagged

___ 86. Select the texture which would look the best on a large woman
a. rough and dull
b. slightly rough and shiny
c. smooth and dull
d. smooth and shiny

___ 87. The value of a color is
a. the lightness or darkness of the color.
b. the amount of red, yellow, or green in a shade.
c. the brightness of a color.
d. the reflection of a color.

___ 88. Sara and Jane each receive a clothing allowance of $5 a week. Sara appears to be better dressed. This may be because
a. Jane buys inexpensive clothes
b. Sara buys her clothes at a thrift shop.
c. Jane buys more expensive clothes.
d. Jane dresses appropriately for occasions.

___ 89. Choose the characteristic least required of school clothing.
a. durability
b. easy to launder
c. latest style
d. mixes well with other clothing

___ 90. A large woman should select a dress
a. with a wide belt of a contrasting color.
b. and combine with it a very small purse.
c. and wear tiny feminine jewelry.
d. and wear large-scaled jewelry.

___ 91. Glove size is the actual measurement of
a. the length of the longest finger.
b. around the palm of the hand.
c. around the wrist.
d. the length around the first finger joints.

___ 92. Winter hats might be made of
a. straw
b. linen
c. velvet
d. picque

___ 93. Generally, an easy alteration is to
a. lengthen the waistline of a dress with a waistline seam.
b. alter the shoulder seam.
c. make a princess-styled dress shorter waisted.
d. shorten a straight skirt.

___ 94. Poor features for children's clothing are
a. front closers
b. large buttons
c. elastic waistbands
d. snaps or hooks and eyes

___ 95. A suitable fabric for a school dress for a third-grader would be
a. velvet
b. organdy
c. gingham
d. wool crepe

___ 96. Wool fabrics most often come in these two widths
a. 45 to 36 inches
b. 54 and 60 inches
c. 45 and 54 inches
d. 60 and 66 inches

___ 97. The selvage runs _______ to the lengthwise or warp threads.
a. parallel
b. at right angles
c. at a 45 degree angle
d. at a 60 degree angle

___ 98. The long groove in the machine needle is placed facing the
- a. last thread guide
- b. right side
- c. front of the machine
- d. left side

___ 99. The most common seam used in sewing is the
- a. French seam
- b. overcasting seam
- c. flat fell seam
- d. plain seam

___ 100. The correct way of attaching hooks and eyes is with a
- a. catch stitch
- b. overcasting stitch
- c. slip-stitch
- d. buttonhole stitch

## CLOTHING III KEY

1. +
2. 0
3. +
4. +
5. 0
6. 0
7. +
8. 0
9. 0
10. +
11. 0
12. +
13. +
14. +
15. +
16. 0
17. +
18. +
19. 0
20. 0
21. +
22. 0
23. 0
24. +
25. +

26. 0
27. 0
28. +
29. 0
30. +
31. 0
32. +
33. 0
34. +
35. 0
36. +
37. 0
38. +
39. 0
40. 0
41. +
42. 0
43. +
44. +
45. 0
46. +
47. +
48. 0
49. +
50. 0

51. I
52. C
53. F
54. K
55. A
56. M
57. H
58. L
59. N
60. U
61. G
62. D
63. E
64. O
65. B
66. P
67. R
68. T
69. Q
70. S
71. d
72. d
73. c
74. a
75. a

76. c
77. d
78. b
79. c
80. d
81. c
82. c
83. a
84. c
85. c
86. c
87. a
88. d
89. c
90. d
91. b
92. c
93. d
94. d
95. c
96. c
97. a
98. a
99. d
100. d

Name ______________________________ Class Hour _____________ Date __________________

## CLOTHING IV TEST

TRUE-FALSE

Directions: If the following items are true, place + in the blank which is at the left of the number. If it is false, place O in the blank.

_+_ 1. If the amount of your family budget is small, the individual's share will be limited.

---

___ 1. Bound buttonholes are suitable for use on a tailored suit.

___ 2. Garments made of plaid material can be attractively trimmed by using a bias trim of the same material.

___ 3. It is not necessary to use interfacing in the collar and front facing of a tailored suit.

___ 4. A rolled collar is becoming to a person with a long, thin neck.

___ 5. Brocade is a suitable fabric for a dressy garment.

___ 6. The wise homemaker evaluates new fabrics before purchasing.

___ 7. If one has a small budget for clothing, it is best to purchase the most exciting and latest fashions.

___ 8. A person must have a great number of garments to be considered well-dressed.

___ 9. One must keep in mind the daily activities when choosing a wardrobe.

___ 10. Many different colors in the wardrobe will provide a variety of combinations.

___ 11. One's old clothes should be considered before purchasing new garments.

___ 12. Scarves, pins, and other accessories are good to give a new touch to plain or old garments.

___ 13. A bright plaid coat is considered a desirable selection if you have a number of subdued dresses.

___ 14. Since a girl's figure changes frequently during her teen years, remeasuring for foundation garments is needed every three months.

___ 15. The proper foundation can encourage good posture and help determine a girl's figure and appearance.

___ 16. Money planned for spending takes care of the family wants, needs, and savings - in that order.

___ 17. Bright colors make one appear larger in size.

___ 18. Some adjustment is necessary in the clothing budget from time to time.

___ 19. A fabric, consisting of two layers held together with an adhesive, is called a bonded fabric.

___20. Nylon tricot is an example of a fabric which is made by laminating

___21. When using plaids or stripes, avoid patterns with many pieces to fit together

___22. A plaid design requires little or no matching.

___23. Pile running in the down direction tends to make the fabric look lighter.

___24. Wool can absorb a great amount of moisture without feeling wet.

___25. Linen is a vegetable plant fiber.

___26. Silk is slowly leaving the market, due to the shortage in its production.

___27. Rayon is a natural fiber.

___28. Woven fabrics will ravel easier than knitted ones.

___29. The expression, "line of a garment", refers to its basic design.

___30. Vertical lines suggest dignity, giving an illusion of height and slenderness.

___31. An uneven distribution of gathers is recommended for the thin figure.

___32. Light colors are cooler than dark ones.

___33. A wardrobe planned around a basic color is a wise decision.

___34. Good taste in choosing clothes refers to being able to recognize good design and knowing how to choose clothes that suit the occasion.

___35. Skirt linings are used to preserve shape and give support to a particular silhouette.

___36. When choosing a skirt lining, purchase one which has a firm weave, and of the same weight os the skirt.

___37. Ease is necessary at the waistline of a fitted dress or a fitted skirt.

___38. Relatively expensive ready-to-wear items can be duplicated at considerable savings if made at home; inexpensive ones cannot.

MULTIPLE CHOICE Directions: For the following items, select the one best answer and write that letter in the blank at the left of the number.

___39. The service of woolen clothes is extended after each wearing by
- A. brushing and airing
- B. airing and dry cleaning
- C. dry cleaning and pressing
- D. laundering and pressing

___40. Which process will make wool or rayon garments appear shiny?
- A. dry cleaning
- B. pressing with a pressing cloth
- C. washing in lukewarm water
- D. pressing on the right side of the fabric with a dry iron

___41. An effective finish for the neck edge and the armholes of a blouse or a dress would be
- A. hemmed edges
- B. bias facings
- C. straight bindings
- D. fitted facings

___ 42. When placing the pattern on a fabric with a nap, the pattern pieces are usually placed so that the nap will brush

A. down on the back and up on the front
B. down
C. up
D. around

___ 43. An interfacing is applied to a garment to

A. give support to areas receiving hard wear
B. finish edges, such as the neckline
C. provide stretch in areas such as the waistband
D. line the garment

___ 44. Which type of line adds the least width to the silhouette?

A. horizontal
B. curved
C. vertical
D. diagonal

___ 45. Of the following fabrics, which one would look best on a tall, slender girl.

A. sheer wool in small vertical stripes
B. light weight corduroy in small checks
C. wool gaberdine in light solid colors
D. medium weight wool in large plaid

___ 46. Wise buying consists of

A. buying on the spur of the moment
B. making a plan and shopping until one finds what fits into the plan
C. judging the quality by the price
D. shopping during sales and buying what is available

___ 47. The first step in planning a clothing wardrobe consists of

A. taking a clothing inventory
B. considering your budget
C. thinking of seasonal clothes
D. clothes for a variety of activities

___ 48. The three primary colors are

A. red, blue, and yellow
B. hue, value, and intensity
C. green, purple, and orange
D. blue, hue, and yellow

___ 49. Notions required for the garment are listed on the

A. pattern's instruction sheet
B. front of the pattern's envelope
C. pattern pieces
D. on the back of the pattern's envelope

___ 50. A dart is correctly pressed

A. over the end of a sleeve board
B. on a point presser
C. over a pressing ham
D. over the end of a laundry board

___ 51. The most suitable interfacing for a sail tone fabric is

A. regular pellon
B. press-on pellon
C. muslin
D. hair canvas

___ 52. Before planning a budget, it is a good idea to
- A. refer to a record of past income and expenses
- B. forget past spending plans and start afresh
- C. set aside some of the income for the budget and spend the rest as needed
- D. ask your friends how they buy

___ 53. When figuring out a budget, it is helpful to plan
- A. on minimum income, maximum expenses
- B. on maximum income, minimum expenses
- C. on minimum income, minimum expenses
- D. on maximum income, maximum expenses

___ 54. When budgeting, try to figure expenses so that they
- A. are under-estimated
- B. are equal to estimated income
- C. are over-estimated
- D. are the same as last year

___ 55. Money for fun
- A. is included if income is over $4,000
- B. has no place in a limited budget
- C. has a place only when it is necessary
- D. should be included in every budget

___ 56. Savings should be
- A. budgeted right along with expenses
- B. money left over after expenses
- C. money saved in a checking account
- D. placed in a cookie jar

___ 57. Fixed expenses are those that
- A. are consistent, regular, and must be paid
- B. are made monthly through impulse buying
- C. can be fixed high or low
- D. are fixed by the family

___ 58. One good way to balance a budget is to
- A. cut down expenses and increase income
- B. take out a loan from a finance company
- C. take money from savings
- D. borrow money from family members

___ 59. The wise shopper will wait for
- A. fire sales
- B. going-out-of-business sales
- C. end-of-the-season sales
- D. appearance on the market

___ 60. Before purchasing a garment the most important label to look for is the
- A. union-made tag
- B. fiber identification label
- C. label with manufacturer's name
- D. inspection slip

___ 61. For one to look one's best, clothing should be
- A. the latest style
- B. well fitted
- C. expensive
- D. elaborately trimmed

___ 62. Vertical lines make the figure appear
- A. taller
- B. wider
- C. shorter
- D. heavier

___ 63. When making a wool tailored suit, the best selection for buttonholes would be
- A. bound
- B. loop
- C. machine made
- D. hand made

___ 64. A fabric made of two layers held together with an adhesive, is called
- A. bonded
- B. double knit
- C. laminated
- D. napped

___ 65. In putting two pieces of a garment together, if one part needs to be eased-in, hold the fullest part
- A. away from you
- B. next to you
- C. in small tucks
- D. in gathers

MATCHING Directions: Identify the fabrics on the left with the correct weave on the right. (The weaves may be used more than once.)

PART I **Fabrics**

___ 66. Denim
___ 67. Percale
___ 68. Velveteen
___ 69. Satin
___ 70. Crinkle Crepe
___ 71. Broadcloth
___ 72. Terry Cloth
___ 73. Batiste
___ 74. Corduroy
___ 75. Flannelette

**Weaves**

A. Plain weave
B. Twill weave
C. Satin weave
D. Cut-pile weave
E. Uncut pile weave

PART II Directions: Find the word (or words) in Column B which best matches the word (or words) in Column A

Column A

___ 76. Interfacing for wool
___ 77. Man-made fiber
___ 78. Number of threads per inch
___ 79. Wool used for the first time
___ 80. Decorative stitch
___ 81. Pellon
___ 82. Finished lengthwise edge of material
___ 83. Crinkled surface
___ 84. Fabric finish
___ 85. Napped material
___ 86. Process to control shrinkage
___ 87. Interlacing two sets of threads to make cloth

Column B

A. Corduroy
B. Mercerized
C. Virgin wool
D. Thread count
E. Inter facing
F. Cross stitch
G. Selvage
H. Weaving
I. Crepe
J. Sanforizing
K. Synthetic fabric
L. Hair canvas

SEQUENCE Directions: Place in each blank at the left, beginning with the number 1 for the first step, the numbers 1, 2, 3, etc., indicating the order in which each process would be completed.

88 to 92 Steps in putting in a skirt zipper

___ edge-stitch back seam allowance to zipper

___ baste-stitch and press the zipper placket area open

___ baste-stitch zipper tape to back seam allowance

___ stitch through zipper tape, front seam allowance and skirt

___ remove baste-stitching and press

93 to 96 Assembling a tailored blouse

___ stitch shoulder and underarm seams

___ attach collar

___ set in sleeves

___ complete units of the blouse

97 to 100 Construction of a full lining which is machine-stitched to the skirt

___ directional baste-stitch the lining to the front and back skirt sections

___ on a flat surface, pin-baste the lining to the wrong side of the skirt sections

___ baste the section on the fold line of the dart and along the pleat lines to hold the two layers together and to prevent shifting

___ handle skirt and lining as a single layer, (proceed to assemble skirt in the usual manner.)

## CLOTHING IV KEY

1. +
2. +
3. 0
4. +
5. +
6. +
7. 0
8. 0
9. +
10. 0
11. +
12. +
13. +
14. +
15. +
16. 0
17. +
18. +
19. +
20. 0
21. +
22. 0
23. +
24. +
25. +
26. +
27. 0
28. 0
29. +
30. +
31. +
32. +
33. +
34. +
35. +
36. 0
37. +
38. +
39. A
40. D
41. D
42. B
43. A
44. A
45. C
46. B
47. A
48. A
49. D
50. C
51. C
52. A
53. C
54. A
55. D
56. A
57. A
58. A
59. D
60. B
61. B
62. A
63. A
64. A
65. B
66. B
67. A
68. D
69. C
70. A
71. A
72. E
73. A
74. D
75. A
76. L
77. C
78. M
79. D
80. F
81. E
82. G
83. I
84. B
85. A
86. J
87. H
88. 3
89. 1
90. 2
91. 4
92. 5
93. 1
94. 2
95. 3
96. 4
97. 3
98. 2
99. 1
100. 4